

University of Dundee

## DOCTOR OF PHILOSOPHY

### A longitudinal study of student achievement and dropout in a distance learning English writing course

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**A LONGITUDINAL STUDY OF  
STUDENT ACHIEVEMENT AND  
DROPOUT IN A DISTANCE  
LEARNING ENGLISH  
WRITING COURSE**

**Rahmat Budiman**

A longitudinal study of student achievement and dropout in a  
distance learning English writing course

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Thesis submitted for the degree of PhD in Education  
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*To Sinta, Trixie and Shirleen*

*I owed you a debt I can never repay.*



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## **DECLARATION**

I hereby declare that the candidate, Rahmat Budiman is the author of the thesis presented herein; that, unless otherwise stated, all references cited have been consulted by the candidate; that the work if which the thesis is a record has been done by the candidate, and that it has not been previously accepted for a higher degree.

### **Signature:**

Date: 4 September 2015

All conditions stated within the Ordinance and Regulations of the University of Dundee have been strictly adhered to and fulfilled by the candidate, Rahmat Budiman.

### **Supervisors' Signatures:**

1. Dr Alison Hudson:

Date: 4 September 2015

2. Professor Keith Topping:

Date: 8 September 2015



**Abstract**

This study investigates the factors that affect student achievement in a distance learning English writing course in Indonesia and examines the reasons for dropping out of the course. The study focuses on a cohort of students who registered for writing courses in an open university in Indonesia. The study also sought information from lecturers and online tutors. A longitudinal research design employing mixed methods was used over four stages of data collection. The questionnaires consisted of closed and open-ended questions which were administered at each stage through postal services and online. The questionnaires were followed by semi-structured interviews. Statistical analysis included descriptive statistics, correlation and factor analysis. NVivo version 10 was used to analyse the interview transcripts. The study suggests that family and employment responsibilities, absence of feedback from the online tutor, limited time to study, lack of writing practice, and a poor level of English skills at first enrolment were issues associated with underachievement. The major reasons that led the interviewed students to drop out were a lack of basic skills in English, unmet expectations, feelings of isolation, and the inability to balance work, family and study responsibilities. The study offers models of interaction, teaching and learning in distance language learning to improve student achievement and minimise the dropout rate. The study recommends that university leaders and policy-makers ensure the development and improvement of online tutorials, induction process, formative feedback provision and an understanding of blended learning practices in terms of adopting distance learning and face-to-face learning arrangements to support student learning.

## **CHAPTER 1: THE RESEARCH CONTEXT**

### **1.1 Introduction**

The first chapter sets the scene of the study and consists of seven sections. The first two sections address distance learning in general and distance learning in particular in Indonesia. The following sections describe the statement of the problem, the context of the problem, the scope of the study, a definition of terms and an outline of the thesis.

### **1.2 Distance Learning**

Distance education, previously known as correspondence study, has been evolving since its first emergence in the 1880s (Moore & Kearsley, 2012). Technology development has made a significant contribution to the development of distance education and has determined its characteristics (Taylor, 1999). Recent innovations such as blended-learning (Hummel, 2006), e-learning (Fox & Mackeogh, 2003) and mobile learning (Traxler, 2007) have indeed changed the characteristics of distance education. For instance, internet-based learning seems now to be inseparable from distance learning.

At the 1971 World Conference of the International Council for Correspondence Education (ICCE), the term “distance education” was used by Moore to define a teaching and learning process whereby learners and teachers are in separate places (Moore & Kearsley, 2012). At the 12<sup>th</sup> ICCE conference held in Vancouver in 1982 ICCE was renamed the International Council for Distance Education (ICDE) (Sewart,

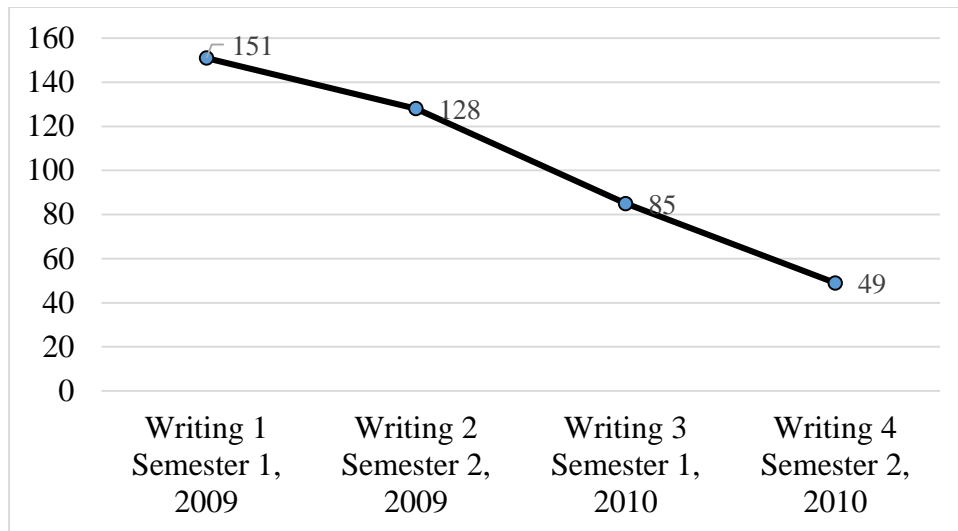
2003). At present, ICDE stands for the International Council for Open and Distance Education (International Council for Open and Distance Education, 2011). Holmberg (1989, p. 330) defined distance education as what ‘covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which nevertheless benefit from the planning, guidance and teaching of a supporting organization’. Based on this definition, there are three key concepts in distance education. First, there is a physical separation between teacher and students. Second, a communication delay occurs due to the separation between them. Third, there is a learning support provision for students (through various means of communication) given by the university (lecturers, tutors and staff). Keegan (1980) articulated that most of the activities in distance education are carried out at a distance so that physical contact between students and lecturers or students and peers is very limited and the teaching and learning processes are carried out through employing media and technology.

In addition to distance education, “distance learning” is a common term which is also used to refer to an education system whereby students and teachers are separated (Williams, Paprock, & Covington, 1999). Keegan (1996), however, argued that distance education is the umbrella of distance learning and distance teaching. Distance education and distance learning share similar characteristics, including the separation between teachers and students and the use of various forms of learning materials and synchronous and asynchronous communication (Holmberg, 2005; The Commonwealth of Learning, 2010).

White (2003) concluded that distance education and distance learning are interchangeable. Similarly, Moore and Kearsley (2012) emphasised that distance education is a combination of a teaching and learning process whereby learners and teachers are in separate places. A good example to illustrate the difference between distance education and distance learning is demonstrated by Richardson, Long, and Woodley (2003). Richardson et al. referred to distance learning as a learning process that distance learning students perform; whereas distance education is used to refer to more general learning systems that involve teachers, students, and the university.

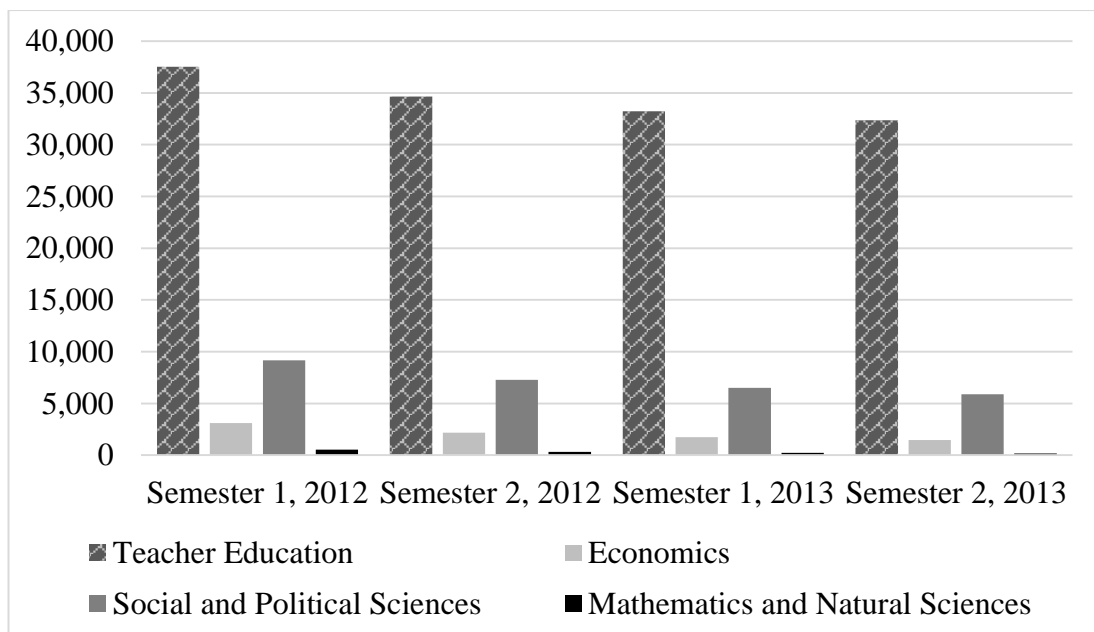
### **1.3 Statement of Problem**

This study originated from the researcher's concern that there has been a decline in the number of students who progressed to the higher levels of a set of English writing courses offered at a distance learning university in Indonesia. To illustrate, the number of students who progressed to the higher levels of English writing courses decreased sharply over four semesters between Semester 1 of 2009 and Semester 2 of 2010. This should be viewed with caution because some students might postpone their studies. However, such a large decrease in the number of students who continued to the next levels of writing courses was a great disappointment to the researcher, the students and the institution. With the steady decline in the number of students unable to complete the writing courses to a higher level, measures need to be taken in order to support the students and improve student achievement. Figure 1.1 below shows a rapid decrease in the number of progressing students over four semesters.



**Figure 1.1** Number of Students Taking the Writing 1 to Writing 4 Examinations between Semester 1 of 2009 and Semester 2 of 2010

Non-progressing students has become a serious issue faced by the university since it was founded. Data gathered from the university showed that the trend of non-progressing students occur in all faculties. To comply with confidentiality, the name of university is being kept anonymous. Figure 1.2 illustrates the decline in the number of students between 2012 and 2013 in four different faculties.



**Figure 1.2** Trend of Non-Progressing Students

The figure above indicates that the majority of students tend to quit their studies after they took the first semester. For example, around 40 per cent of students from the Faculty of Mathematics and Natural Sciences did not re-register in semester 2, 2012.

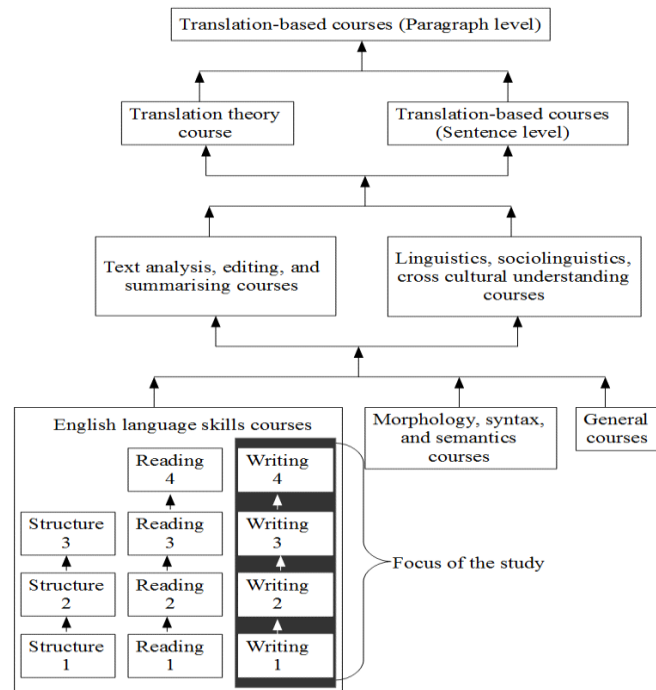
To increase student retention, the university takes some initiatives, including sending emails, letters and text messages to students. Welcoming emails, letters and text messages are sent once the students join the university. Similarly, emails, letters, and text messages are sent to remind the students of the examination and the examination results.

In this study, factors which affected student achievement in English writing courses and the factors that caused dropout are explored and investigated. It is hoped that the study can be used to help identify and understand the conditions faced by the students and to provide the most suitable solutions from the students' perspective as well as the lecturers and online tutors'. It is also hoped that this study will be able to help to improve distance language learning, especially in Indonesia and across the globe.

#### **1.4 Context of Problem**

The participants in the study are Indonesian students of an English language and literature programme of study at a distance learning university in Indonesia who registered for the four levels of English writing courses offered by a degree programme of the English Language and Literature Department. To comply with confidentiality agreements, the name of the university is kept anonymous. The students are all Indonesian.

In Indonesia English is considered to be a foreign language. The sets of English writing courses are among a number of other sets of basic courses offered at the foundation level before students register for more advanced courses. Figure 1.2 illustrates the structure of the courses offered.



**Figure 1.3** Course Structure

In the early semesters, students are encouraged to register for some basic English language skills to master them before they enrol on the more advanced courses. Students must complete all courses to get a degree in Translation Studies. The students are strongly advised to start with the lower level courses before enrolling on the higher level courses. The Programme of Study provides guidance which consists of a list of courses that students should take every semester. However, in practice, some students do not pay attention to such recommendation. Instead, some students enrol on some courses based on their preferences or their availability to attend the examination. The examination date is fixed for every semester so that students can adjust their

availability to attend the courses they enrol on. A year-round admission and course registration policy enable the students to enrol on courses at any time of the year. Table 1.1 provides useful insights into the English course descriptions.

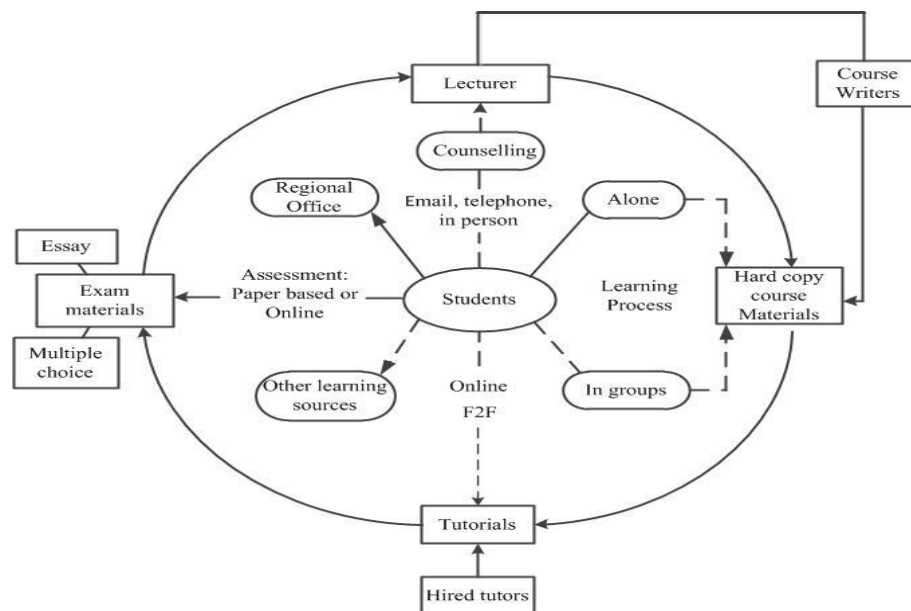
**Table 1.1** The English Course Descriptions

<b>Course</b>	<b>Goal and Scope of the Course</b>	<b>Types of Examination</b>
Writing 1	Writing 1 course aims to develop students' skills in writing simple English sentences in different texts. The essay includes personal letters and simple narrative paragraphs.	Essay
Writing 2	Prerequisite: Writing 1 Writing 2 aims to develop students' skills in writing more complex sentences, grammatical features and sentence linking words. The essay includes narrative and descriptive paragraphs.	Essay
Writing 3	Prerequisite: Writing 2 Writing 3 aims to develop students' skills in writing good paragraphs, grammatical features and paragraph linking words. The essay includes formal letter and expository essays.	Essay
Writing 4	Prerequisite: Writing 3 Writing 4 aims to develop students' skills in writing complex English paragraphs, including argumentative and persuasive essays.	Essay

To understand how the programme works, below is a brief description of its context. First, lecturers work within a team to design and develop course materials. Distinguished lecturers from conventional universities in Indonesia as well as professionals in certain fields, including archivists, librarians and accountants are also invited to develop the course materials as course writers. The course materials are designed to be self-instruction and self-contained. Although the students can study the course materials by themselves, they are encouraged to study in groups. When the students face difficulties while studying the courses, they can contact the Regional Office or the lecturers in the Programme of Study through various means of communication. Counselling is provided for students who experience problems during



their studies. Students can also find other learning sources to enrich their understanding of the subject they study. Second, lecturers design, develop, run and evaluate tutorials. Tutorials fall into two categories: face-to-face tutorials and online tutorials. In addition, lecturers from conventional universities are hired as the online or face-to-face tutorials. Participating in tutorials is not compulsory. Third, lecturers, either personally or in a team, design and develop exam materials as well as the answer keys to the examination materials. The examination falls into two types: multiple choice questions and essay. The multiple choice examination marking is conducted through a scanning machine at the Examination Centre in the Head Office. Meanwhile, the essay examination marking is conducted at some Regional Offices appointed as centres of essay marking. After the examinations, the lecturers conduct item analysis to test the test items. The following figure illustrates the cycle of learning system.



**Figure 1.4** The Cycle of Learning System

The lecturer and students' roles in this context can be seen in the following table.

**Table 1.2** Roles of Lecturer and Students

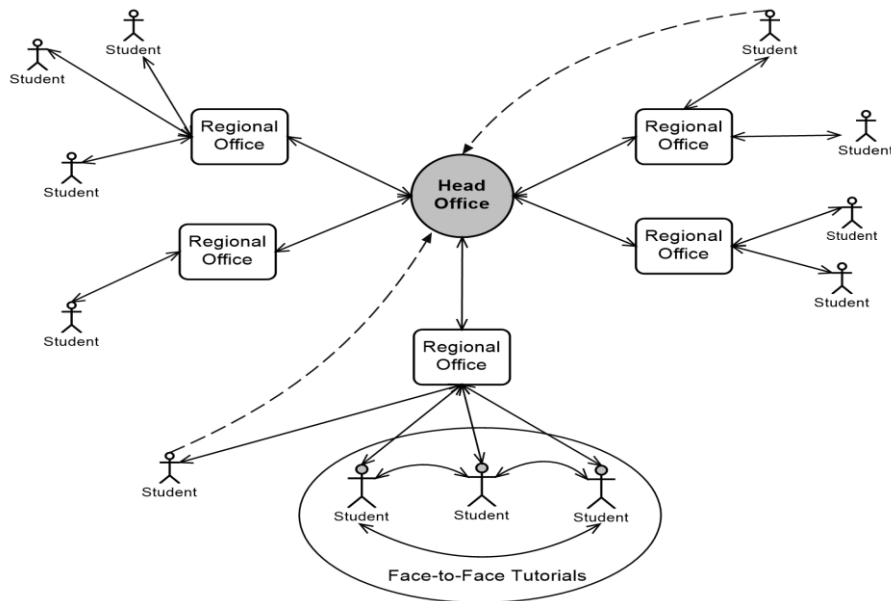
<b>Lecturer's Roles</b>		<b>Student's Roles</b>
Managing courses as course managers.	1.	Registering for courses.
Developing a course outline and instructional design.	2.	-
Developing course materials (together with a team).	3.	Purchasing course materials (not compulsory).
Developing materials for face-to-face and online tutorials.	4.	-
Conducting face-to-face and online tutorials.	5.	Participating in face-to-face and online tutorials (not compulsory).
Providing academic counselling.	6.	Making a contact with lecturers for academic counselling if needed.
Developing examination materials.	7.	Taking examination.
Validating the examination materials and answer keys.	8.	Receiving examination results.
Conducting a review the course materials for revision.	9.	-

#### **1.4.1 Course Delivery**

The university relies on printed course materials. Although face-to-face tutorials and online tutorials are provided, the course is delivered, in the main, through distance learning. Students purchase the course material from the university online bookstore. Purchasing the course material is, however, not compulsory. Students can borrow course materials from colleagues, photocopy them or use other learning materials that are relevant to the courses they enrol on. In addition, the university provides information technology-based learning sources, like a digital library, Computer Assisted Instruction (CAI), dry lab, online tutorials and CD-ROMs. Regional Offices introduce the distance learning system to new students every semester through orientation, the attending of which it is not compulsory.

### 1.4.2 Student Support

Students benefit from the Regional Offices that are spread across the nation and which provide helpdesk personnel to help students. Students can avail themselves of an online complaint facility to submit their complaints, if they are, for example, not satisfied with the grades they obtain in the examination. Students can track their complaint progress with a given ticket number. In addition, students can contact directly the lecturers to discuss academic matters. Another learning support provided is an online tutorial. Although the online tutorial is not compulsory, it has certain advantages, including offering a different learning experience, credit point and networking with other students who are enrolling on the same courses. In addition, the students can arrange a face-to-face tutorial if the number of students within the study group meets the requirement. The Regional Office organises the face-to-face tutorial and appoints a tutor.



**Figure 1.5** Interaction among Students, Regional Offices and Head Office

### **1.4.3 Examination**

The examination is conducted at the end of every semester and consists of a multiple choice test and essay writing. This depends on the nature of the course. The examination falls into two types: paper-based examination and online examination. Students can choose the most suitable examination type for them. The location for paper-based examinations are usually schools selected by the Regional Offices. Meanwhile, the online examination is held at the Regional Offices. The multiple-choice examination is marked at the university Head Quarter with a scanning machine. Meanwhile, the essay examinations are marked in the Regional Offices, which hire lecturers from conventional universities to mark the examinations. The Regional Offices then send the score to the Examination Centre at the Head Office.

### **1.5 Scope of the Study**

This study aims to identify the factors that have contributed to student achievement in a set of distance learning English writing courses and the reasons behind the dropout. A longitudinal study is used to obtain a new and deeper understanding of the issues in distance language learning from the experiences, perspectives and expectations of the students who withdrew from their studies and those who studied the four levels of the writing course together with the experiences and perspectives of lecturers and online tutors.

## 1.6 Definitions of Terms

To maintain consistency throughout the study the following terms are selected and applied.

*Achievement.* The term “achievement” refers to a learning outcome that the students achieve through an assessment (Malecki & Elliot, 2002). Coulson, Torrance and Nunn (2007) and Aryana (2010) use the term “achievement” to refer to the grades. While it is generally agreed that achievement is often associated with grades, Allen (2005) highlighted that they do not represent achievement in terms of a student’s efforts, compliance, attitude and behaviour. Thus, Allen argued that the grade that represents achievement should be treated with caution; it refers only to academic achievement.

*Conventional university.* The term “conventional university” refers to a university that provides in-class teaching and learning process (Landstrom, 1995).

*Course material.* A course material is a printed learning material that the students use to study a course. Course material consists of some modules which are linked to the course credits. Each module consists of two or three learning activities pertinent to some topics.

*Course.* The term “course” refers to learning and assessment activities covering a subject offered by a programme of study that the students take during the period of their studies.

*Distance learning.* The term “distance learning” refers to teaching and learning methods whereby the students and the teacher are not in the same place during the process of teaching and learning (Williams et al., 1999).

*Drop out.* The term “drop out” signifies the act of resigning entirely from the programme of study.

*Examination.* The term “examination” refers to the end-of-semester examination to measure student achievement.

*Face-to-face tutorial.* The term “face-to-face tutorial” refers to a mode of tutorial whereby the students and the tutor are physically in the same appointed place (Hauck & Hurd, 2005).

*Feedback.* The term “feedback” refers to the evaluation of the quality of a certain task given to the students (Race, 1993).

*Grade.* The term “grade” refers to the score that the students obtain in the examination. The grades range from A, B, C, D and E.

*Lecturer.* The term “lecturer” refers to a member of the academic staff who manages one or more courses. Since the context of the present study has to do with higher education, the term “lecturer” is chosen because it is the most common expression used in higher education (Blond’s Encyclopaedia of Education, 1969). The lecturer acts as a course manager.

*Online tutor.* The term “online tutor” refers to a member of academic staff or a lecturer of conventional university and a professional who is hired by the university to manage the online tutorials. The lecturer is also responsible for managing online tutorials as an online tutor. However, the online courses he/she teaches can be different from the courses he/she manages as a course manager.

*Online tutorial.* The term “online tutorial” refers to a tutorial delivered by using the internet (Dempsey, PytlikZillig, & Bruning, 2009).

*Student.* The term “student” refers to a participant of or in a learning process. This term was chosen because it is relevant to the context of the present study, which is higher education (Lawton & Gordon, 1996).

## **1.7 Outline of the Thesis**

Chapter 1 contains the introduction and rationale, it explains the significance of the study, identifies the research questions and provides definitions of the key terms employed in the study. Chapter 2 presents the review of literature relevant to the study. Chapter 3 describes the methodology and procedures to collect data. Chapter 4 presents the results of the first data analysis. Chapter 5 presents the results of the second data analysis. Chapter 6 presents the results of the third data analysis. Chapter 7 presents the results of the fourth data analysis. Chapter 8 presents the general discussion, recommendations and limitations of the study. Chapter 9 presents the conclusion.

## **CHAPTER 2: LITERATURE REVIEW**

This chapter addresses the systematic process for establishing a detailed understanding of the literature on distance language learning. It also includes the theoretical framework development, the discussion of the key findings and theory of interaction, distance learning development and theory of adult learning.

### **2.1 Literature Search and Review**

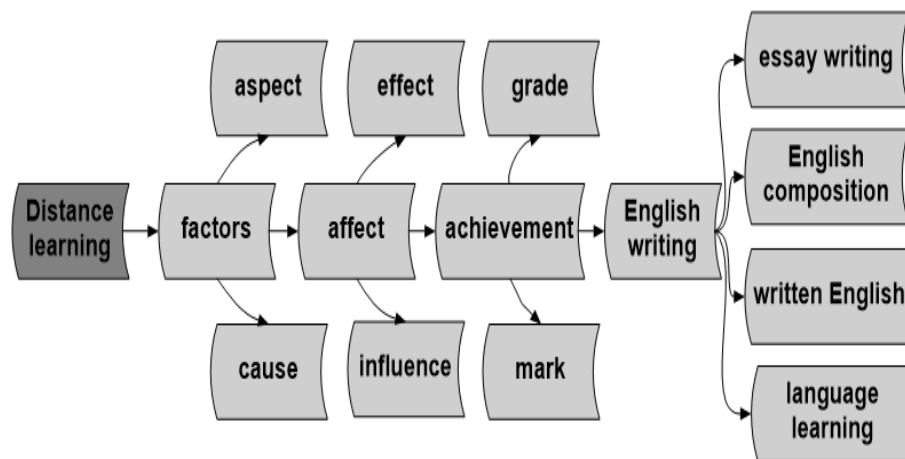
Several steps were taken to identify relevant publications related to the subject of the study. The objective of the initial search for scholarly resources on distance learning is to obtain a more detailed understanding of the most relevant issues in distance language learning through the use of systematic procedures to establish a rigorous evidence-based approach.

#### **2.1.1 Determining Concepts and Terms**

To make the search more effective and accurate search, several concepts were derived from the guiding research question. In addition, some related words or synonyms were used to enrich the search. “Distance learning” becomes the main concept because it is the main topic of the study. “English composition”, “essay writing” and “written English” as the synonym of “English writing” were included in the combinations. In Indonesia, these terms, except for “written English”, are common terms to name an English writing course in higher education institutions. For instance, “Writing” as a course is offered by the Department of English Language and Literature at the



Universitas Udayana (Universitas Udayana, 2012) and is also offered by the Department of English Language and Literature at the Universitas Terbuka (Universitas Terbuka, 2012). “Composition” as a name of a course is offered by the Department of English Literature at the Universitas Bung Hatta (Universitas Bung Hatta, 2012). “Essay writing” is offered by the English Programme of Study at the Universitas Padjadjaran and Universitas Negeri Malang (Universitas Negeri Malang, 2012; Universitas Padjadjaran, 2012). Meanwhile, “written English” was chosen to accommodate terms that might appear during the search. The following figure describes the main concept and the terms derived from the main research question together with some related words to frame the search. The aim of constructing the framework is to make the search more comprehensive and well-organised.



**Figure 2.1** Concept Map to Organize the Search

### 2.1.2 Formulating Combinations

The key concept “distance learning” was then combined with other terms to identify the relevant publications. By combining the key concept with other relevant terms 26 combinations were generated. Each combination consisted of 1 key concept and 6

terms. Altogether, there were 96 combinations. The 16 groups of combinations can be seen in Appendix 2.1.

### **2.1.3 Determining Databases**

The Cross-Search tool provided by the Library at the University of Dundee was used to search different bibliographical databases. This tool offers some advantages. Firstly, multiple databases may be used at the same time, so that the search would be more advantageous. Secondly, it sets the results based on rank order. Thirdly, abstracts of the articles are easy to view. Fourthly, it provides links to be made from the abstracts to the full texts. Consequently, further readings to investigate whether the texts are relevant to the study are conducted easily. The field of education was selected to identify relevant publications. The databases in the Cross-Search were SCOPUS, ASSIA, British Education Index, Australian Education Index and ERIC.

In order to generate more comprehensive results, Google Scholar was also employed to identify relevant publications. It was selected because of the following reasons. Firstly, Google Scholar generated more results than the other five databases. Secondly, it provided a facility to set the range of the publication period of journal articles. For example, indexing journal articles that were published between 1990 and 2010 could be easily implemented. Thirdly, it showed total citation counts. Finally, the citation counts provided traces or links to other relevant articles to enrich the investigation.

Employing the Cross-Search tool and Google Scholar also brought some disadvantages. When using the Cross-Search, for example, the key words had to be

correctly typed. The Cross-Search did not recognise misspellings. Cross-Search would keep the search until it found the results, regardless of the key word typed. In contrast, Google Scholar recognised the misspelt key words and gave suggestions. In this case, using Google Scholar was more of advantage. The possibilities of duplicates that resulted from the Cross-Search and Google Scholar were very great. Accordingly, a deliberate action was carried out to filter the duplicates.

#### **2.1.4 Initial Testing of Combinations**

The test aimed to identify whether the six combinations were effective to produce relevant journal articles. Group 1 and Group 5 were selected and a test was conducted to analyse the results. The first test was to identify whether the six combinations were effective to produce relevant publications. Group 1 produced a positive number of results (see Table 2.17 in Appendix 2.2). Sixty-nine publications were obtained, but after being rationalised to exclude duplicates, 55 publications were identified as being relevant to the study. Meanwhile, Group 5 produced fewer results (see Table 2.21 in Appendix 2.2). After analysing the results by viewing the details of publications that appeared in each combination both in the Cross-Search and Google Scholar, different combinations produced many duplicates. Therefore, a careful identification process was needed to remove any duplicates. After removing duplicates and scrutinising the relevancy, 47 publications were identified as being relevant to the study. From this first test, it can be concluded that it was useful to use all combinations to retrieve articles that were relevant to the study.

The second test was conducted to check whether the arrangement of the key words affected the results. Thus, Group 6 was selected and the arrangement of the key words was shifted by putting the “DL” at the end of the word arrangement (see Table 2.22 in Appendix 2.2). The results indicated that changing the arrangement of key words did not generate different publications. For example, the search using Cross-Search listed 14 similar publications. Similarly, Google Scholar produced almost the same publications. In sum, it can be argued that the arrangement of different concepts did not generate different results when the search employed both Cross-Search and Google Scholar.

#### **2.1.5 Conclusion of the Test**

The results from testing the two groups meant that, firstly, the number of groups of combinations would not be reduced or extended; there were 6 combinations of the key words in each group combination. Secondly, the databases to be employed would be SCOPUS, ASSIA, British Education Index, Australian Education Index, ERIC and Google Scholar. Thirdly, the group of combinations remained at 16 with “distance learning” as the key concept. A further search with different arrangements of combinations was not necessary.

#### **2.1.6 Results of the Test**

The search results in terms of numbers of publications varied in each database. The search utilizing Cross-Search generated smaller numbers of publications. Consequently, identifying all articles from the search was possible. SCOPUS, ASSIA

and British Education Index appeared to generate similar results except in the last three groups of combinations. On the other hand, the search using Google Scholar produced a large number of results. Most of the combinations generated more than 100,000 results. To make the search more accurate, measurable and manageable in terms of time, the search using Google Scholar was conducted based on two aspects: 1) cited ranking (publications cited by more than 15 people) and 2) the first 100 results. Argumentation behind the latter aspect was based on pragmatic reasons only. The search also paid attention to the articles with low cited ranking if the topics were relevant to the study.

#### **2.1.7 Refining the Results**

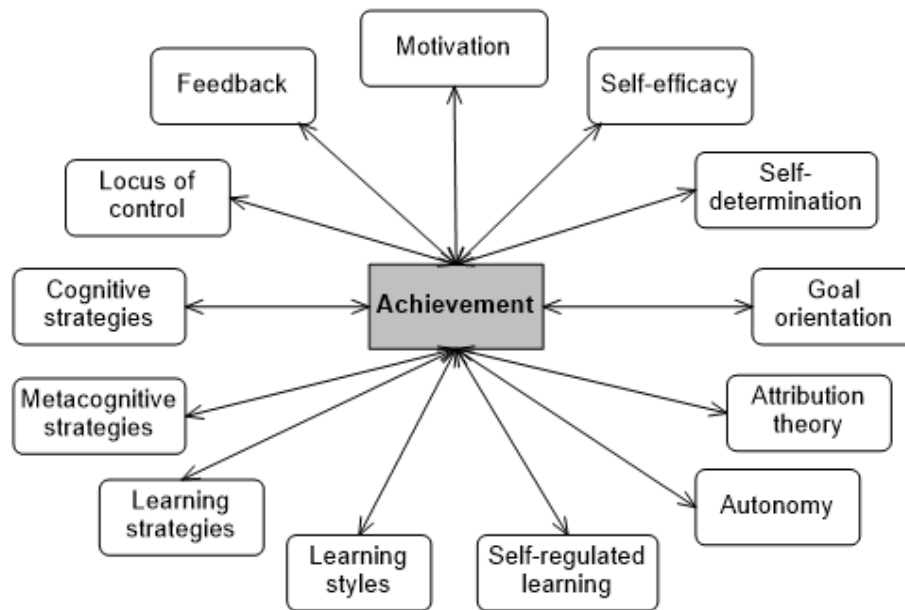
The search using 16 groups of combinations generated 603 publications that were written in English. The synchronization was conducted through two stages. Firstly, all titles were listed in a Microsoft Excel page and duplicates were removed. After removing the duplicates, there were 413 titles on the list. Secondly, abstracts of the 413 publications were carefully analysed to examine their relevance to the study. The results show that 284 publications were relevant to the study. The findings showed that studies on English writing in the distance learning context were less explored. This was encouraging as the aim of this thesis was to make a contribution to the fields of distance language learning and in particular in the area of distance language learning in a developing country.

### **2.1.8 Establishing Criteria for the Inclusion of Publications in the Literature Review**

The abstracts of the publications were retrieved and pooled. Another procedure was to develop inclusion criteria to extract more relevant publications. The inclusion criteria were based upon the following considerations: distance learning, distance education, language learning, higher education level, online learning, journal articles, theses/dissertations and qualitative/quantitative/mixed-methods designs. Following the inclusion criteria, the number of publications that were closely relevant to the study was found to be 63 articles. Whilst a systematic approach was taken, it was acknowledged that there would be other relevant articles that might have been missed. The search for relevant articles to the study continued in line with the process of literature review development.

### **2.2 Discussion of Themes**

A careful analysis of the 63 articles revealed that student achievement were mostly associated with the following themes: motivation, self-efficacy, self-determination, goal orientation, attribution theory, autonomy, self-regulated learning, learning styles, learning strategies, metacognitive strategies, cognitive strategies, locus of control and feedback. The following figure illustrates the themes related to achievement.



**Figure 2.2** Themes of the Articles

The data from the search provided a useful overview of research in the field of distance language learning. Some studies presented similar findings. Others presented contradicting findings. What follows is a review and discussion of the key themes drawn from the collected literature.

### 2.2.1 Motivation

Although motivation has been extensively discussed and explored by various authors, researchers and writers, the term has so far been difficult to define (Wlodkowski, 1999). In his article discussing motivation in foreign language learning, Manolopoulou-Sergi (2004, pp. 1-2) argued that the essence of motivation is ‘choice, persistence and efforts’. Motivation in a distance learning context has received significant attention from researchers. Following the literature search, 25 articles discussing motivation were identified as being useful for this study. Motivation in adult learners is rarely investigated as an independent subject. Some researchers,

including Vanijdee (2003), Hurd (2006), Wang, Peng, Huang, Hou and Wang (2008) and Radovan (2011) linked motivation to attitudes, self-efficacy, autonomy, learning processes, learning strategies and achievement. In general, it could be argued that motivation drives someone to take several initiatives in order to achieve the target.

Hurd (2006) who investigated the experience of the students taking a French distance course at the United Kingdom Open University, brings to the fore some interesting results. The study, which employed mixed methods with data gathered from questionnaires and interviews, found that motivation is not stable across time. A significant finding of the study is that the levels of motivation depend on many factors, including limited time, inability to balance the study and other responsibilities and limited interactions with lecturers and other students. This implies that, to maintain high motivation, students need to be able to cope with challenges or they must be equipped with relevant skills to cope with challenges that might appear during the learning process.

A quantitative study by Wang et al., (2008) investigating the relationships of motivation, learning strategy, self-efficacy, attribution and learning results among 135 distance students in Beijing Radio and Television University found that learning motivation is, statistically, among the strong predictors of student achievement.

Another study that addressed distance language learning was conducted by Coleman and Furnborough (2010). It used quantitative methods to investigate the characteristics of distance Spanish course students at the beginner's level at a United Kingdom Open University course involved a large number of students. The data gathered by



questionnaires at the pre-course and post-course points produced notable results. Although the study did not primarily aim to examine student motivation, it found that high motivation is associated with previous knowledge of the language being learnt. Another quantitative study by Radovan (2011) investigating the relationship between self-regulated learning and academic achievement found that motivation is associated with achievement.

Whilst the studies explained above are relevant to the current study, it is important to discuss some of the findings and methods. Hurd's (2006) study is relevant to the current study, particularly in regard to the research design and the context. The arguments relied on students' experiences and perspectives. The study would have been of greater relevance if it had included the perspectives of the tutors. This would have also supported the findings from different participants. Meanwhile, one of the limitations with the study conducted by Wang et al. (2008) was that it did not explain how lecturers or tutors helped distance learning students to develop self-directed learning skills, because interaction between lecturers or tutors and students is very limited. One criticism of Coleman and Furnborough's (2010) study is that the study made no attempt to provide information about the grades. The study would have been more useful if the researchers had explored the effect of grade attainment on student progression. For example, did grade attainment affect student motivation to proceed to a further level. In terms of method, Radovan (2011) did not provide information on the context of the study and sampling methods. Furthermore, since the data collection was conducted in some appointed study centres selection, the results should be interpreted with caution, because the participants did not include all members of the population.

Based on the findings of previous studies discussed above, it can be concluded that motivation is an important foundation on which to build up a set of conscious efforts to achieve success and sustain interest in learning. In other words, motivation is at the very heart of student achievement and progress. It must also be noted that motivation is not always stable across a variety of times as it is also linked to other factors. This implies that students should know the factors that contribute to developing and diminishing the motivation to study. In addition, students also need to know how to increase motivation when it is low and maintain it when it is high.

### **2.2.2 Self-Efficacy**

Self-efficacy is the belief that an individual has to determine the direction of certain actions to achieve pre-determined objectives (Bandura, 1995, 1997). Based on this definition, self-efficacy is seen to be an important element in learning. Self-efficacy can be interpreted as a driving force for students to understand their capabilities to perform certain tasks and cope with learning difficulties and challenges to achieve their goals. According to Bandura (1997), self-efficacy can be measured by the level of the task, generality of the skills developed and strength and determination of the student. The level is linked to the degree of difficulty of the task. To develop self-efficacy, students need to do the tasks with which they are confident. Generality means that self-efficacy is transferable. In this case, self-efficacious students in English writing courses might also find themselves self-efficacious in other courses, including reading courses. Strength refers to the degree of an individual's beliefs. Students with strong self-efficacy accept responsibilities for achieving their goals, face challenges and attribute high achievement or under achievement to their efforts. It is clear from

the gathered literature that students need practice in terms of developing and sustaining self-efficacy. However, this raises questions about how to help students develop self-efficacy and attain achievement in a distance learning context.

A quantitative study conducted by Ergul (2004) that investigated the relationship between student characteristics and academic achievement among distance learning undergraduate students of Anadolu University in Turkey found that self-efficacy is significantly correlated with student achievement. The study, which involved 124 participants, shows that those who are confident in terms of understanding the course materials, doing the assignment well, attaining high achievement in the examination and learning in distance learning obtain high levels of achievement.

Ergul seemed to fail to give sufficient consideration to the frequency of academic counselling and its relationships with student motivation. It has commonly been assumed that the student synchronous interaction with the distance learning lecturer(s), including on-site meetings may increase student motivation, including self-efficacy beliefs and self-regulated learning skills.

Meanwhile, a quantitative study conducted by Wang et al. (2008) investigated the relationship between learning motivation, learning strategy, self-efficacy, attribution and learning results among the students of the Beijing Radio and Television University found that self-efficacy did not affect academic achievement directly. Wang et al. found that self-efficacy affects students' learning strategies which, in turn, affects student achievement.

The findings of the study conducted by Wang et al. are interesting. However, two questions that need to be asked, are, firstly, how the research participants were selected. Secondly, Wang et al. made no attempt to explain the meaning of ‘the higher the score, the stronger the learner’s motivation...’ (p.20). The statement therefore needs to be interpreted with caution.

Employing the same research method, albeit drawing on bigger samples (319 participants), Radovan (2011) investigated the relationship between self-regulated learning and academic achievement in a distance learning context and found that self-efficacy leads the students to have better achievement. Self-efficacious students are, in his view, more confident with respect to learning, developing concentration skills and recalling the subjects they have learnt.

In terms of gender composition, the participants of the study conducted by Radovan (2011) were dominated by females. Information related to the context of the research and the information about the participants, including method of selection or sampling is not clear. Thus, drawing conclusions and interpreting the results should be carried out with cautious.

### **2.2.3 Self-Determination**

Ryan and Deci (2000) differentiated between extrinsic and intrinsic motivation. Extrinsic motivation involves the engagement in activities for attaining certain results. Meanwhile, intrinsic motivation involves engaging in activities that are driven by personal interest and enjoyment. Furthermore, Ryan and Deci argued that motivation

moves from non-motivation, extrinsic motivation to intrinsic motivation. This can be interpreted that a person who fosters motivation at some point becomes self-determined. Thus, making choices, taking control and taking responsibility of making decision are eventually regulated by intrinsic motivation. Gagné and Deci (2005) referred to this as the internalization of motivation leads a person to be autonomous.

A mixed-method study by Mullen and Tallent-Runnels (2006) that investigated student achievement and perceptions of instructors' demand and support in online and conventional classes found that self-determination is among the factors that underpinned success in the online learning that requires independent organisation. The study by Mullen and Tallent-Runnels is very interesting because it compared students of different learning system. The mixed methods employed (survey and interviews) made the findings richer and the discussion deeper. The quantitative analysis was discussed comprehensively. In contrast, the qualitative analysis was poorly discussed. For example, suddenly "... the online environment allowed Jane to think..." (p.262) is difficult to understand. In addition, it is quite difficult to draw a connection between the results of the questionnaire and interview results. Thematic analysis would have helped the researchers to frame the discussion.

Meanwhile, Simpson (2008) conducted an experiment with groups of students at the Open University in the United Kingdom to identify learning support so as to strengthen student motivation emphasised that self-determination theory is most likely to be applicable in the distance learning context because students were required to take charge of their learning as individual students.

Chen and Jang (2010) conducted a quantitative study to test self-determination theory in an online learning context. The study, which involved 267 participants from two online certificate programmes at a university in the United States of America found that self-determination is not a significant predictor of achievement.

The number of hits on the WebCT content pages in Cheng and Jang's (2010) study should be interpreted with caution. In terms of data analysis, it is particularly difficult to use the number of hits to generalise the amount of hours spent by students accessing the webpage.

Briefly, it can be said that self-determination develops through experience and education. Having developed a more in-depth understanding of self-determination theory, there are two important points to note about such theory. Firstly, distance learning students should develop self-determination skills as distance learning requires autonomous individuals. Secondly, as motivation is dynamic (Wlodkowski, 1999; Hurd, 2006), students need guidance to maintain their motivation. In distance learning, such guidance can be embedded in feedback from lecturers or tutors and in the course materials.

#### **2.2.4 Goal Orientation**

Locke and Latham (1994) claimed that conscious goals direct human behaviour. Pintrich (2000, p. 94) divided goals into 'mastery and performance goal'. Mastery goal refers to the behaviour to attain new knowledge and skills or to master a certain task. Students who are mastery-oriented strive for a greater effort to attain the best

achievement for their own interests. Performance goal refers to the behaviour to show personal ability in doing a certain task. Students with performance goal are interested in competing with other students. They are interested in demonstrating their superiority to others. Vanijdee (2003) pointed out that a clearly determined goal exerts students to be more dynamic in terms of making use of various learning resources to extend their studies. Vanijdee's study found that dynamic distance learners adopt a mastery-oriented approach in their learning.

The study conducted by Vanijdee was closely relevant to the current study, in terms of research methods and the context. The participants who took part in the interview were selected from one area. Thus, the sample was not representative of the whole student groups. This was acknowledged by Vanidjee as one of the limitations of the study. The lesson from this study is that the current study should involve more students with heterogeneous background and geographic areas to generate more comprehensive findings.

Since distance language learning students set their learning pace and direction independently, Ergul (2004) argued that these students should adopt a mastery-oriented approach instead of a performance-oriented approach because they control their studies by themselves and they study independently. His argument is that as they do not compete with other students, as in a conventional university, a performance-oriented approach is not necessarily beneficial.

In terms of achievement, Ergul's findings that mastery goal orientation is better adopted by distance learning students, cannot be extrapolated to all students. Being

performance oriented may also occur amongst distance learning students as well as amongst conventional university students. As many distance learning students are married with dependants and are in employment, they may want to avoid losing face in front of their dependants, workmates or employers by trying to obtain high grades in the examination.

A study conducted by Radovan (2011), who investigated the relationship between self-regulated learning and student academic achievement in a distance learning context, found that goal orientation leads the students to make greater efforts to learn, which finally leads to a better academic achievement. Radovan, however, did not clearly distinguish the extrinsic and intrinsic goals of the students had, thus making it difficult to identify respective goals that were associated with achievement.

Schunk (1990) argued that students need a training on how to set and assess learning goals. In a distance learning context, providing such training is not an easy task to carry out. A good practice in building students' awareness of goal orientation, particularly the mastery goal orientation, is demonstrated by Universitas Terbuka (Universitas Terbuka, 2015) where the general instructional objective is clearly stated on the front page of the course materials. Furthermore, the specific instructional objectives are written in every learning activity. Thus, students know the expectations of each learning activity, the course itself and the skills and knowledge that they need to obtain.



### 2.2.5 Attribution Theory

Attribution theory seeks to examine people's views on the actions they perform as well as the results (Wakefield, 1996). Another relevant point is that attribution theory helps people understand how they rationalise and justify the successes and failures that they or other people attain (Woolfolk, Hughes, & Walkup, 2008). In a distance learning context, attribution theory becomes important to establish what the major arguments for successes and failures are. Understanding how students attribute their success and failure can help lecturers and tutors provide appropriate feedback and other learning support that students need. According to Weiner (1992), successes or failures can be described and analysed in three different ways:

1. The cause of successes or failures can be internal or external to the person.  
This means that successes or failures can be attributed to internal and external factors. This might include a lack of self-motivation and supportive learning environment.
2. The cause of successes or failures can be stable or unstable. This refers to the students' changing situation. This may include an increase in pressure from family and employment responsibilities.
3. The cause of successes or failures can be controlled or uncontrolled. This means that the causes of successes or failures can be attributed to something that the student can or cannot control. This may include sickness.

In relation to achievement, Wang et al. (2008) found that internal attribution does not directly affect achievement. This means that students' ability and efforts are not predictors of achievement. They found that self-efficacy affects attribution, then

motivation and finally achievement. This is different from the arrangement presented by Weiner (1992) who argued that self-efficacy effects motivation; motivation affects achievement and then attribution.

Wang et al.'s findings were very interesting as they introduced new concept of self-efficacy and achievement. However, information about the participants of the study conducted by was very limited, except the number of participants and gender. Wang et al. did not offer an adequate explanation for the participants' background as an extrinsic attribution that the study found to be a predictor of achievement.

Another important point related to attribution theory is stipulated by Talbot (2003). According to Talbot, in attribution theory, reflection is seen to be very important because students are able to understand how they succeed so that they can use the same strategies in order to become successful in the future. Talbot's argument is sound and this could help to explain the pattern of learning styles and learning strategies that students employ to study certain courses in order to obtain a better achievement.

A study by Rakes, Dunn and Rakes (2013), which involved students studying on various online degree programmes found that factors, including luck, ability, family and employment responsibilities are associated with procrastination. Rakes et al.'s findings can be explained based on Weiner's (1992) attribution theory:

1. Internal-stable-controllable: ability
2. External-stable-uncontrollable: family and employment responsibilities
3. External-unstable-uncontrollable: luck

The distinction between controllable and uncontrollable is not absolute. For example, working students cannot control their working hours, however, it becomes controllable if they can find an alternative employment that gives them negotiable working hours.

### **2.2.6 Autonomy**

There are innumerable definitions of autonomy used in work that is related to distance language learning (Andrade, 2012). Vanijdee (2003) and Talbot (2003), for example, defined autonomy as taking control and being responsible for learning. However, Hurd (2005) argued that the concept of autonomy is ambiguous. Meanwhile, Andrade (2012, pp. 111-112) argued that the key components of autonomy are ‘choice’ and ‘capacity’. Choice refers to the students’ choice to manage their learning and capacity refers to the students’ ability to regulate their learning. Although autonomy and self-regulation are often used interchangeably and share the same characteristics (Andrade & Bunker, 2009), Hurd (2005) distinguished autonomy and self-regulation as an attribute of the student, whereas self-regulation is distinguished as being the way students manage their learning.

A mixed-method study on autonomy in a distance learning context was carried out by Vanijdee (2003). The study involved 391 students at the Sukhothai Thammathirat Open University (STOU) who took a distance English language course. The study found that an autonomous language learner has certain characteristics that are: being aware of selecting the most appropriate learning strategies, being able to identify and solve problems, being responsible for managing the learning, awareness of being persistent and reliable, and being aware of making supportive learning environment.

Vanijdee's study is very relevant to the current study, particularly in the sense that the context of her study is similar to that of the current study where English is a foreign language taught through distance learning. The study also provides a model to demonstrate the relationship between autonomy and other factors, including learning strategies and the course materials. It is important to note that the study showed that the institution, the curriculum, the course materials and the lecturers contributed to the development of autonomy. The study also found that motivation is important in distance language learning. Becoming a dynamic distance language student is influenced by attitudes and constraints within his/her individual learning context. Another important finding is that autonomy is not the only factor that contributed towards higher levels of achievement. This is similar to Andrade & Bunker's (2009) view of autonomy.

Vanijdee made it clear that the number of students who participated in in-depth interviews was not representative because they were only from the city of Bangkok where the university is located. Thus, in terms of representativeness, this study is used to represent distance language students in Thailand.

Another distance language learning study was conducted by Hashemian and Soureshjani (2011). The study, which employed a quantitative method with data gathered from 60 Persian students majoring in English translation, aimed to investigate the relationship between autonomy, motivation, and academic performance. Hashemian and Soureshjani used grade point average (GPA) as an indicator of achievement. The descriptive analysis revealed that the achievement fell into three groups: high achievement, moderate achievement and underachievement. The study

showed that there is a positive and significant relationship between autonomy and GPA. This means that the more autonomous the students, the higher GPA they obtain.

Similarly, in terms of representativeness, the sample size of Hashemian and Soureshjani's (2011) study was particularly small. Although the study revealed a significant correlation between autonomy and achievement, there are still some unanswered questions. For example, although student autonomy was measured with 40 questionnaire items, Hashemian and Soureshjani did not specifically identify the instrumental variables for autonomy that correlated with achievement.

#### **2.2.7 Self-Regulated Learning**

Self-regulation refers to the way students manage their learning (Hurd, 2005). Zimmerman (1990; 1994) suggested that self-regulated students can be seen from their external features, including having the initiative to learn, being persistent, having confidence, being strategic and being a problem solver. According to Zimmerman and Martinez-Pons (1990) self-regulated learning strategies consist of strategies to organize and transform, practise and memorise, set goals and plan, self-evaluate, seek information, keep records and self-monitor, structure the environment, seek social assistance and review academic materials. Although self-regulated learning strategies relate to student achievement (Vanijdee, 2003; Nota, Soresi, & Zimmerman, 2004; Watson, McSorley, Foxcroft, & Watson, 2004), in practice, self-regulation is not always easy to put into practice.

Shin and Kim (1999) investigated factors affecting student completion among students at the Korea National Open University (KNOU). Data were collected through a mailing survey over three different periods. Of the 9,809 students who were randomly selected, 1,994 students participated in the last period and they became the samples of the study. The variables investigated were the students' work load, social integration, enthusiasm, study time, learning plan and in-class supplementary activities. The study found that among the Korea National Open University students, the amount of study time directly contributed to their achievement in terms of high Grade Point Average attainment. The study showed that workload affected students' learning time and eventually affected their academic achievement. Demands from the workplace affected students' learning plans. As students' management skills varied, academic achievement is different. The people surrounding the students significantly affected student achievement. Shin and Kim found that the more social-integrated students obtained a higher Grade Point Average than the less social-integrated students. An interesting finding is that attaining a high Grade Point Average is not a guarantee of students continuing with their study. The study recommended that distance learning institutions need to develop strategies to help the students become independent learners.

Shin and Kim (1999) acknowledged that their study had limitations, including a low level of reliability. Consequently, caution must be applied, because the true relationships between variables measured might be questionable.

Similar findings are postulated by Chmiliar (2011) whose study is to investigate self-regulation in post-secondary distance learning. The data collection was administered

through an online questionnaire comprising qualitative and quantitative questions that were distributed to the students electronically. Of 3,000 students, 594 students voluntarily participated in the study. The study revealed that students found it hard to apply self-regulation especially in relation to time management, organization, memory, assessment preparation as well as completion. Factors, including family and employment responsibilities and personal life, the absence of support and stress, the inability to find the most appropriate learning strategies and lack of memory affected student self-regulation. Chmiliar recommended that further studies regarding self-regulated learning strategies in a distance learning context be conducted to identify the most suitable self-regulated learning strategies adopted by distance learning students and the relationship with their achievement.

Meanwhile, although the questionnaire included both quantitative and qualitative variables, Chmiliar's (2011) argument relies more on quantitative analysis. There is limited information the result of the qualitative data analysis. Thus, there is limited information whether the findings were based on either quantitative or qualitative or both of them.

### **2.2.8 Learning Styles**

Nunan (1991) defined learning styles as the way of obtaining and processing knowledge and information based on an individual's preference. Talking about learning styles, Lewis (1999) identified six types of learning styles: analytical, concrete, visual, auditory, tactile and kinaesthetic, which also applies to language learning. Lewis went on to advocate that learning styles are situational and changeable.

This means that to obtain certain knowledge, someone needs different processes. Research on learning styles shows that people have their own preferred learning styles.

A quantitative study conducted by Halsne and Gatta (2002) to investigate the learning styles adopted by online learning students and conventional education students at a college in Chicago in the United States of America found interesting results. The study found that the preferred learning styles of students of two different forms of educational tuitions are different. Online learning students are more likely to adopt a visual learning style while conventional education students adopt auditory and kinaesthetic learning styles. The findings of this study are important and relevant to the current study. It is worth investigating students' learning styles in current study to help students identify the most appropriate learning styles.

Another quantitative study conducted by Nugraheni and Pangaribuan (2006) to investigate the learning styles and learning strategies adopted by students at the Universitas Terbuka in Indonesia found that learning styles depend on the characteristics of the subjects that the students take. Students who took exact science were more likely to adopt kinaesthetic learning styles compared to those who took non-exact science. The important finding to note is that different subjects require different learning styles. The implications are that learning support, including feedback provision for different subjects should also be different.

Based on the findings of the studies above, it can be concluded that learning styles cannot be generalised to all students or educational types, whether conventional, online or distance learning. Each student has a preference or preferences for learning.



Because of that, students should be aware of the learning styles that are most suitable for them. In addition, the lecturers should also be aware that students' learning styles are different. The implication is that learning support, including feedback cannot accommodate different learning styles.

### **2.2.9 Learning Strategies**

Learning strategies refer to a personal preference method to regulate learning habits (Paterson & Robottom, 2011). The method is used both consciously and intentionally (Schmeck, 1988) in order to achieve the learning objectives (Buckley, 2012). Through a review and synthesis of the literature on learning strategies in distance learning, Filcher and Miller (2000) summarised the elements of learning strategies as follows: cognitive strategies, metacognitive strategies and resource management strategies. Cognitive strategies involve repetition, summarising meaning and organising new knowledge or information. Metacognitive strategies involve planning, monitoring and regulating strategies. Meanwhile, resource management strategies consist of time management, study environment, effort management and support of others.

A study carried out by Nugraheni and Pangaribuan (2006) revealed the learning strategies adopted by students enrolled on four different faculties at the Universitas Terbuka in Indonesia. The study showed that the most adopted learning strategies fall into two types:

1. Cognitive strategies: reading the course materials, summarising the main points and relearning the subjects.

2. Management strategies: purchasing the course materials to study, contacting peers, learning individually, absence of learning schedule, spending between 1 and 2 hours a day to study, studying at night, studying in a well-ventilated room and a relaxing atmosphere.

Another quantitative study conducted by Wang et al. (2008) on the characteristics of distance learning students in relation to achievement found that learning strategies are positively associated with achievement. Wang et al. modified the Learning and Study Strategies Inventory (LASSI) to use in a distance learning context. The study revealed that the indicators of learning strategies that comprise study aids, information processing, time and task management, reflection and summarisation, cooperation and communication, examination and emotion release are positive predictors of achievement.

As mentioned previously, one major drawback of the study conducted by Nugraheni and Pangaribuan (2006) was the small number of research participants. Thus, it is difficult to generalise the findings. However, since the context is in Indonesia, the Nugraheni and Pangaribuan's study is very relevant to the current study.

In terms of research respondents, Wang et al. (2008) involved a wider research participants. Although Wang et al. suggested that distance learning teachers should help students to develop learning strategies so that they will be aware of the most appropriate learning strategies to use through a training. However, Wang et al, did not particularly explain how the training of developing learning strategies should be conducted. It has been generally accepted that the separation between students and

teacher is the main principle defining distance learning. In short, it would have been more useful if Wang et al.'s study had included suggestions how to develop students' learning strategies.

### **2.2.10 Cognitive Strategies**

Cognitive strategy is a type of learning strategy to select appropriate methods and approaches to understand certain information. Furthermore, cognitive strategy promotes effective learning because it helps students organise the cognitive strategies to achieve their cognitive goals, including determining whether or not the information is successfully understood (Livingston, 1997). In the context of language learning, Oxford (1990) listed four cognitive strategies, including: (1) practicing, (2) receiving and sending messages, (3) analysing and reasoning and (4) creating structure for input and output. Oxford argued that cognitive strategies are very important in learning a new language. Obviously, cognitive strategies involve the manipulation of a set of techniques for language learning which the students can practise in order to be proficient.

DeTure (2004) examined whether cognitive style and self-efficacy are predictors of student success in online distance learning by conducting a quantitative study that involved 73 students enrolling on a web-based distance education course. The results indicated that cognitive style, which was measured with the Witkin's Group Embedded Figures Test (GEFT) did not correlate significantly with achievement. This means that cognitive style is not a predictor of student achievement in a web-based distance learning. The findings were surprising. To investigate the results, DeTure

could have used interviews with students to probe the quantitative findings. The current study should consider the disadvantages of quantitative research method. Employing mixed methods seemed to provide more advantages.

Yukselturk and Bulut (2007) studied a sample of 80 students enrolled on an online course at the Middle East Technical University in Ankara, Turkey to identify predictors of student success in online learning. The study employed mixed methods and found that cognitive strategies, including making use of rehearsal, elaboration, organization and critical-thinking strategies are not predictors of success in an online learning course. The two studies provide relevant evidence that can be useful to understand cognitive strategies in distance language learning. With regard to Livingston (1997) and Oxford (1990), cognitive strategies are adjustable for use with different types of courses.

Yukselturk and Bulut (2007) made no attempt to gather detailed information about the students' perspectives as a follow up to explore the quantitative data. Whilst, Yukselturk and Bulut involve an instructor and an assistance from the selected course. Thus, data triangulation was somewhat less clear.

#### **2.2.11 Metacognitive Strategies**

Like autonomy, scholars defined metacognition in different ways (Jegede, Taplin, Fan, Chan, & Yum, 1999). However, there are three elements that constitute a metacognitive strategy, i.e. the ability to plan, the ability to monitor and the ability to evaluate a cognitive process (Livingston, 1997; Hurd, 2005). Furthermore, Livingston

(1997) argued that metacognitive strategies are more complex than cognitive strategies. While cognitive strategies help students achieve a particular goal, metacognitive strategies help the student to ensure that the goal is achieved. Thus, metacognitive strategies involve planning, monitoring and regulating strategies (Filcher & Miller, 2000). Meanwhile, White and Frederiksen (2005) concluded that metacognitive skills consist of planning, controlling, managing and reflecting. In a review paper, Thamraksa (2005) argued that levels of proficiency in English are related to the levels of metacognitive strategies. Thamraksa emphasised that better English proficiency occurs when students are able to develop self-awareness and understanding of how to learn the English language with various thinking skills and find appropriate solutions for each problem that appears as well as monitor the development of their proficiency and learning strategies. In relation to problem solving skills, Schraw (1998) argued that levels of metacognition can determine what sort of strategy students use to solve the problems. This implies that metacognitive strategies should be developed with strategic guidance to help students to succeed.

A study that employed mixed methods to investigate the influence of the mode of study on the strategy used by students of two different modes of tuitions was conducted by White (1997). White's study involved 420 samples of distance foreign language students from Massey University in New Zealand comprised 277 students from distance tuition and 142 students from face-to-face tuition. The study aimed to investigate the influence of different modes of tuitions on learning strategies. The study included two variables: one related to language learning context and one related to learner characteristics. The findings showed that students from different learning tuitions had different metacognitive skills. Distance language students had more

metacognitive skills in terms of self-management, advance organization and revision skills, compared to students in face-to-face language learning tuition. Accordingly, distance language learning students are expected to learn by themselves and do their best to succeed. They are expected to select the best strategies to have better language proficiency and reflect on previous lessons. The study also revealed that distance language learning students are active in seeking assistance from their environment to support their learning. Conversely, face-to-face language students are more dependent on the teacher and tend to use less metacognitive styles.

In a study of low and high academic achievement among distance students, Jegede et al. (1999) collected data from 712 high and low achieving students at the Open University of Hong Kong. Data collections were in the forms of a questionnaire and an interview by telephone. The study aimed to investigate the relationship between metacognitive strategies and achievement in the context of a distance learning university. The study findings are interesting. The quantitative analysis reveals that high achieving students are different from low achieving students in three ways. Firstly, high achieving students are determined to assert that they understand the subject they learn. Secondly, high achieving students are able to find the appropriate learning strategies that match the purpose of study. Thirdly, high achieving students make use of their previous knowledge to help them understand the subject being learnt.

To understand the experience of distance language learning students, Hurd (2006) conducted a mixed method longitudinal study that involved students enrolled on the lower intermediate French course L120 *Ouverture* offered by the Open University in the UK. Data collection was divided into three stages: the beginning of the course

(questionnaires were administered to 277 students) and the middle of the course (questionnaires were administered to 145 students and audio-recorded think aloud verbal protocols with four students) and at the end of the course (semi-structured interviews were conducted with 15 students). The study revealed that metacognitive awareness develops in line with the student's progress from lower to higher levels of the course. The study also found that age correlates with the levels of metacognitive strategies. In other words, the older the students are, the higher metacognitive strategies they have.

Based on the findings of the studies above, it is useful to note that metacognitive strategies play an important role in determining success, especially in the distance learning context whereby students are flexible to determine and set the pace of their study. Obviously, metacognitive strategies foster the development of other skills. With regard to White and Frederiksen's study (2005), metacognitive strategies can be further examined as follows:

- Planning skills involve the students' ability to take responsibility for their own learning, determine learning objectives, select the most appropriate learning styles and learning strategies, and anticipate problems that might appear.
- Controlling skills involve the ability to direct the learning process, including the ability to make decisions, to control achievement and solve problems.
- Managing skills involve the students' ability to perform effective learning management, build self-discipline, establish autonomy, create help-seeking initiatives, implement the learning plan and organise their study to strengthen their competency.

- Reflecting skills involve the ability to evaluate the learning plan, assess the effectiveness of the learning process, make reflections on the learning process and identify the suggestions for the following learning process.

The research conducted by White (1997) is very relevant to the current study based on two reasons. Firstly, it is about distance language learning. Secondly, the research participants are university students. As the study compared the students of two different learning institution (distance and conventional universities), it would have been useful if the study had identified what motivated students to choose distance learning university or conventional university. The reasons may be used to whether the motivation also makes the difference between the distance learning students and conventional university students.

Meanwhile, in the study conducted by Jegede et al. (1999), information about the participants is limited, including whether the participants are new in the distance programme of studies. It is possible that the metacognitive skills of students in the early semesters of a distance learning programme are different from those who have been involved in distance learning for some periods of time. This is in accordance with Hurd's (2006) finding that metacognitive skills develop into a more advantageous skills. The study by Hurd (2006) would have been useful if it had identified procedures to develop students' metacognitive skills in a distance learning context.



### **2.2.12 Locus of Control**

Locus of control refers to individuals' belief that they are responsible for their successes or failures because they have the power to control their acts (Findley & Cooper, 1983). Rotter (1966, p. 1) classified locus of control in terms of 'external control and internal control'. External control refers to a person's belief that external factors, including fate, destiny and other people's control determined his/her actions. Internal control refers to a person's belief that attainment and success are determined by the person himself/herself. The individual takes full control of his/her behaviour to carry out the actions. In short, locus of control is the way a person perceives any events that may occur in his/her life.

Jegade et al. (1999) investigated academic achievement, locus of control and metacognition among students at the Open University of Hong Kong. The findings regarding locus of control revealed, among other things, that high achievers were more likely to work harder to reach the maximum results, be more confident, be more persistent, be more committed and seek support. These characteristics are part of internal control attributes. Conversely, low achievers were likely to be less motivated, showed less initiative, and be less interested in completing tasks to the maximum requirements. Jegede et al.'s study is very comprehensive and relevant to the current study although there is no information related to student interviewees and whether they equally represent the two types of students (low achievers and high achievers).

A more recent study that determined locus of control and academic persistence among students who took part in face-to-face and online tuition was conducted by Parker

(2003). Parker's study involved 95 students at a community college in Arizona, the United States of America, and involved four instructors. Parker collected locus of control data through a pre-test given in the first week of the course and a post-test given at the end of the course. Parker found that locus of control among online students and the one among face-to-face students is different. With regard to persistence, students who develop an internal locus of control have greater academic persistence compared to those who develop external locus of control. The statistical analysis showed that locus of control is a predictor of student completion rates in online tuition, but not in face-to-face tuition. This implies that students who are aware of taking responsibility for their own success, in particular those who are in online tuition, are more likely to complete their studies. Furthermore, internal locus of control promotes self-regulated learning. These findings support Parker's (1999) study that investigated non-completion predictors among distance learning students. It has revealed that locus of control, lack of financial support and other commitments are predictors of completion and non-completion. Students who completed the coursework attributed their success to internal locus of control. Meanwhile, students who failed to complete the coursework identified work, family commitments and insufficient computer equipment as contributing to their failures.

### **2.2.13 Feedback**

Quality written feedback is important in distance learning, particularly when students are not able to contact the lecturers or tutors at any time to support them in their learning (Price, 1997). Hyland (2001) argued that feedback for distance learning students is a very important means of communication that enables the students to find

out about their achievement as well as to build and promote learning motivation. Usun (2004) emphasised that feedback from the lecturer serves to integrate students with the university in which they study. According to Tait (2003), feedback is a type of learning support that students need. It is clear that feedback has been regarded as a primary factor to promote a better learning process in a distance learning context. Hurd (2005) asserted that feedback could help students assess their progress or achievement and promote better learning management.

In a review paper, Price (1997) explained that, like conventional university students, distance learning students wish to receive comments on their work, including highlighting their strengths and weaknesses as well as an appreciation of their efforts. Thorpe (1998) argued that the comments on the students' work is a strategy for integrating students with the lecturers and improve their work. It has been suggested that feedback in the form of a comment in a short phrase, a short sentence, a mark or grade is less beneficial to students because students are neither able to find out the weaknesses in their assignment nor find the solution to improve them (Miller, Imrie, & Cox, 1998). Race (1993) concluded that feedback should not only highlight the mistakes but also involve corrections.

A mixed-method study conducted by Hyland (2001) to investigate feedback in the distance learning English course administered by the Open University of Hong Kong revealed some interesting findings. The context is relevant to the current study. Hyland's study found that students appreciated feedback given by tutors. In particular, students appreciate feedback that shows the strengths and weaknesses of their writing. This implies that students expect formative feedback rather than short comments or a

grade. Another important finding is that different tutors have different views of feedback which, in turn, results in different types of feedback on the students' assignments. Consequently, students have different learning experiences associated with the feedback they receive. As far as Price's study (1997) is concerned, a tutor plays a central role in terms of providing various learning support in distance learning.

The study by Hyland was among the studies that closely relevant to the current study. The research methods employed provided comprehensive findings. Involving tutors made the findings more comprehensive. The longitudinal design that employed by the current study and involving more research participants (lecturers) was expected to fill the gap and the enrich the findings found by Hyland.

A more recent study that investigated the use of feedback in distance learning, is conducted by Hismanoglu and Hismanoglu (2009). The findings from the quantitative and qualitative data analysis showed that students agree that feedback is an important element of learning in a distance learning course. The findings also showed that students received feedback in the form of a grade for their work. In fact, students wish to receive formative feedback and to have direct communication with the tutors. Unlike Hyland (2001), Hismanoglu and Hismanoglu collected data from different students of various departments at the Open Education at the Anadolu University in Turkey.

### 2.3 Summary of the Review

Having identified and discussed the key themes in the reviewed literature, it is important to highlight some key points. Firstly, student achievement in a distance learning context raises complex issues. The complexity of the issues raised is linked to the fact that distance learning students are often more complex in terms of age, learning experience, occupation and motivation when compared to conventional university students. In addition, distance learning adopts a particular learning structure whereby students set their learning pace and direction independently by using printed materials as well as benefiting from various digital learning materials and supports. Secondly, the thematic framework developed from the reviewed literature has provided a better understanding of the factors associated with achievement. Thus, achievement should be viewed as the result of various factors. Hence, understanding student achievement requires a holistic approach. Thirdly, the key themes have provided an effective foundation for developing research instruments. Lastly, the literature review and search have also provided important information about the research methods, designs, contexts and participants. This information could help the researcher to select the most appropriate research methods and designs which conform to the characteristics of the participants of the study.

As understanding student achievement requires a holistic approach, the current study aimed to involve factors that previous studies found to be associated with achievement. In addition, it was also important to involve more participants of the study, including involving lecturer who designed and manage the courses. Equally important, to gain more comprehensive data, the research design suitable for the current study was

longitudinal so that student progress could be monitored over a period of time. These initiatives will fill the gap in the current distance language learning literature.

## **2.4 Student Dropout in Distance Learning**

Kember (1989) argued that dropping out of a distance learning programme is complex. It is generally considered that dropout rates in distance higher education universities are higher than in conventional universities (Willging & Johnson, 2009). With regard to the second sub-research question, it was necessary to investigate factors that are related to dropout in the distance learning context. A systematic search was conducted. The search began by establishing key word combinations. Four combinations were formulated: 1) distance learning AND drop out, 2) distance learning AND attrition, 3) distance learning AND retention, and 4) distance learning AND persistence. Google Scholar was used as a tool to search for publications. The search was limited to the first a hundred results. Consecutively, the results were: 1) 30 publications, 2) 18 publications, 3) 14 publications and 4) 15 publications. After removing duplicates, 46 publications were separated for further selection. Of 46 publications, 11 were not accessible and four were books. These 15 publications were excluded. Thus, 31 publications were downloaded for analysis. Further analysis resulted in 18 publications that are relevant to the study. The analysis of factors related to retention and dropout has revealed important results, the findings of some studies have shown disagreement, but others have shown agreement. The following subsections discuss factors that are associated with student dropout from distance learning.

### **2.4.1 Conflict with Family and Employment Responsibilities**

In an analysis of the factors related to student dropout at the Maricopa Community College District in Phoenix, Arizona, Parker (1999) found that family and employment factors affected students in terms of dropping out of the programme. This finding was very important for further investigation in the current study. In many studies, locus of control was formulated in sentences of statements as questionnaire items. However, Parker did not list the items of locus of control that indicated strong correlation with course completion. Thus, it was difficult to know whether external or internal locus of control that correlated dropout.

Similarly, a study conducted by Xenos, Pierrakeas, and Pintelas (2002) to investigate the reasons behind dropping out among students taking the distance course of Informatics at the Hellenic Open University, revealed that the family and employment responsibilities were among the reasons that lead to student dropout. Although the findings were relevant to the current study, a careful attention should be given to the method employed. The telephone interviews were conducted between over a period of two and five minutes. It is likely that the interview could not obtain comprehensive information from the students during such a short time period. Thus, the limited data may not have provided enough content for a thorough analysis.

Another relevant study was conducted by Pierrakeas, Xenos, Panagiotakopoulos, and Vergidis (2004) adopted a descriptive research design to investigate the reasons for dropping out among distance undergraduate and master's degree programme students. The study found that family and employment responsibilities were among the reasons

behind dropping out the programmes. The method that used by Pierrakeas et al. to select the research participants needed further explanation. The researcher strongly believes that comparing students of different programmes (bachelor degree and master's degree) is unsuitable. Therefore, there should be a justification for this.

A more recent study conducted by Willging and Johnson (2009) involved three cohorts of students enrolling on a Human Research Education programme delivered online at the University of Illinois at Urbana-Champaign, found that family and employment responsibilities were among the factors that led students to drop out of the programme. Conflict between student responsibilities and family and employment responsibilities was seen to contribute to the lack of study time, including time to complete assignments. This conflict seems unavoidable because the majority of distance learning students are in employment and have families to take care of. Accordingly, students need training to manage their time in order that they can succeed in their studies without relinquishing their family responsibilities and employment duties.

The researcher agrees with Willging and Johnson (2009) that reasons for dropping out of a program are different between one student and another. The study could have been explored more information related to reasons for dropping out. For example, it explored whether dropout also occurred among students with a higher Grade Point Average (GPA).



### **2.4.2 Irrelevant Expectations and Dissatisfaction with the Programme**

Chyung, Winiecki, and Fenner (1998) found that the decision to drop out of or continue in a distance master's degree programme was determined by satisfaction with the programme at the early stages. Chyung et al. also found that the mismatch between the courses and personal/employment interest led students to drop out of the programme. The later was very interesting and important to adapt for the current study. However, no explanation of how the sampling procedures were taken and the number of participants recruited. Furthermore, there was no information about what kind of test was used to evaluate the intervention. In brief, it is difficult to draw the correct conclusions from the incomplete information. These weaknesses should be addressed in the current study.

Meanwhile, Park and Choi (2009) investigated factors affecting the students' decision to drop out of online courses and concluded that students who were satisfied with the course and found that the courses were relevant to them chose to persist in the programme. Similarly, Willging and Johnson (2009) found that students who were satisfied with their learning experiences were more likely to continue their studies.

One of the interesting findings from the study by Park and Choi (2009) is that students dropped out from the programme, because the courses were irrelevant to their lives. However, it was mentioned that the programme was in-job related online courses. Thus, there seems to be an inconsistency with this argument. There should be more explanations of this issue to strengthen the findings.

### **2.4.3 Lack of Preparation for Distance Learning and Lack of Support**

Although adult students are purposeful, experienced, resistant and self-directed (Knowles, Holton, & Swanson, 2005), Hurd (2007) found that being isolated from peers and tutors led adult distance language learning students to feel more anxious. Given that distance learning programmes require the students to fully understand the characteristics of distance learning, Pierrakeas et al. (2004) and (Nash, 2005) found that students who underestimated distance learning students were likely to drop out of a distance learning programme. Thus, distance learning students should be well prepared before they decide to study in a distance learning programme to prevent them from dropping out. Willging and Johnson (2009) found that the inability to adapt with new learning systems and with the technology used in distance learning led the students to feel frustrated.

Xenos et al. (2002) found that computer literacy and previous education, including training, were among factors that affected the decision of students to drop out. However, Furnborough and Truman (2009) and Park and Choi (2009) found that the educational level did not directly affect the dropout decision. Another important thing that is related to the reasons behind dropping out of a distance learning programme is that the students lack the prerequisite knowledge (Pierrakeas et al., 2004). In terms of support, lack of support can lead students to drop out of a distance learning programme. Parker (1999) found that students attributed their reasons behind dropping out to the lack of computer equipment and financial resources. Similarly, lack of support, including from family and institution lead students to drop out (Pierrakeas et al., 2004; Park & Choi, 2009).

Taken together, the findings of the studies suggest that distance learning students should be well prepared prior to enrolling on the programme. Students should understand that a distance learning university is not the same as a conventional university. This may also imply that distance learning universities should ensure that information about the distance learning system is accessible to anyone. Equally important, support from family, employment, peers and institutions is an essential element in the whole process of learning in a distance learning context.

## **2.5 Interaction in Distance Learning**

Moore (1994) discussed three types of interaction in distance education: learner-content interaction, learner-instructor interaction and learner-learner interaction. Learner-content interaction is the interaction between students and course materials to construct knowledge. Learner-instructor interaction is interaction between students and teachers or tutors to help students with learning support, including counselling, feedback and encouragement. Learner-learner interaction is interaction between one student and other students to exchange learning experience and knowledge. These interactions suggest that feeling alone and isolated should not occur in distance learning as students are integrated into a distance student society and their programme of study. Thus, students should be aware of establishing and maintaining a relationship with the three components, particularly with the programme of study (lecturers and tutors) and other students. As students hardly meet with other students face-to-face, it is the programme of study or the university's responsibility to provide a means of communication to connect the students within a programme of study or with students

who register for the same courses in a semester. It should be noted that not all distance learning students expect student-student interaction (Tait, 2003).

Hillman, Willis and Gunawardena (1994) proposed the fourth component to hone the existing types of interaction: student and interface interaction. This suggests that distance learning students should be familiar with technology-mediated communication devices. The rapid development of information and communication technology (ICT) has enabled students to communicate with other students or lecturer and access various learning sources. Furthermore, the development of handheld and wearable ICT devices has made the interactions easier, more intense and more individual. Anderson (2003), however, argued that learner-interface interaction is a component of the existing interaction proposed by Moore (1994). In other words, the use of technology attaches to each type of interaction as a medium of interaction.

Anderson and Garrison (1998) expanded the discussion of Moore's (1994) three types of interaction by including teacher-content interaction, teacher-teacher interaction and content-content interaction. Teacher-content interaction indicates that the teacher involves in the course material development and provision. Teacher-teacher interaction means that the teacher needs to build a relationship with peers to improve their teaching competence. Content-content interaction means that learning sources are interrelated with other learning sources and the development of technology has enabled learning sources to remain updated.

## **2.6 Innovations in Distance Learning**

### **2.6.1 Online Learning**

The development of technology and the availability of technological infrastructures have contributed to the development of distance learning. In online learning, students engage with learning through the internet. The internet enables distance learning students to have more direct interaction with other students or lecturers in real-time and enables access to learning material at any time from any place (Beyth-Marom, Chajut, Roccas, & Sagiv, 2003; Ally, 2008). Liu (2005) explained that, many distance learning institutions make use of online instructions as the main vehicle to promote learning. Online learning is often used as a supplementary approach that enhances the learning process in a distance learning context. This mixed approach is often referred to as blended-learning (Hummel, 2006).

Ally (2008) pointed out the benefits of online learning as follows: firstly, online learning is accessible at any time and any place. Online learning students are able to access online learning sources as well as interact with other students and lecturers both synchronously and asynchronously. Secondly, learning sources can be updated and shared immediately. As a result, the students are able to obtain the most current information and learning sources. Thirdly, students have access to other learning sources and information. Fourthly, online tutors are able to carry out tutorials at any time and from any place.

Ally emphasised that online learning brought with it some implications. Firstly, learning outcomes should be clearly communicated to the students so they can prepare

themselves to achieve the learning outcomes. Secondly, the institution should provide an assessment to evaluate the students' achievement. Thirdly, course materials should be arranged according to the degree difficulty of the topics to promote learning. Fourthly, feedback should be compulsory so that the students can monitor their progress.

A study carried out by Beyth-Marom et al. (2003) to compare distance learning and online learning programmes at the Open University of Israel suggested different results. The samples comprised of 1,766 students involved in online learning and 352 students in distance learning. The findings of the study are interesting. In terms of demographics, the study demonstrated that more male students registered for online learning than distance learning. Meanwhile, regarding the average age, many more young students registered online learning than distance learning. In terms of academic achievement, the study found that online learning students obtained a better achievement in four of five courses registered for. Online learning students valued self-directed learning. These findings, especially the finding regarding academic achievement, have contradicted Coleman and Furnborough's (2010) findings. Coleman and Furnborough investigated the characteristics of distance language learning students and achievement and found that the mode of tuition, either face-to-face or online, does not influence students' passing rates. This is important because other studies have revealed different results regarding the relationship between different learning tuitions and learning achievement.

A study that compared online learning and in-class learning was conducted by Liu (2005). Liu gathered data from 43 graduate students: 22 students of online learning

and 21 students of in-class learning programmes. The students were studying research methods in an education course. The aim of the study was to investigate the differences between online and in-class student performances in terms of achievement in formative and summative tests. Data were collected in different stages. Firstly, a pre-test was conducted to both groups of students to determine the students' knowledge and performance. Then, students did the formative tests and finally they did the summative tests in the forms of online for online students and paper-based examination for in-class students. A quasi-experimental study was employed to compare between online learning students and in-class students in terms of learning and performance. The findings reveal that students who took online learning are more motivated than those who took in-class learning. Online learning students admitted that online instruction was more effective and enabled them to learn more. In addition, the study found that online students attained better achievement than in-class students.

### **2.6.2 Automated Essay Scoring**

Essay scoring is laborious and costly (Valenti, Neri, & Cucchiarelli, 2003; Dikli, 2006). In a massive distance learning programme, essay scoring can be a very serious challenge. Fortunately, the development of technology has enabled computer programmes to assess and score writing as well as to provide prompt feedback. In their recommendations, Hismanoglu and Hismanoglu (2009) saw computer-marked assignments as a feasible alternative option to provide feedback on distance learning students' work. The development of modern technology has enabled softwares to assess essays. Software products include the LightSide Revision Assistant, Ginger, Grammarly, BETSY, ETS's e-rater and EdX. Streeter, Bernstein, Foltz, and DeLand

(2011) stipulated that automated essay scoring has achieved a greater acceptance around the world in terms of assessing both spoken and written materials.

It is clear that automated essay scoring has its own advantages and disadvantages. For example, Criterion and Intelligent Essay Assessor are able to give individual feedback on essay organization, grammar, register and style (Attali, 2004; Dikli, 2006). Zhang (2013) claimed that automated essay scoring is vulnerable to manipulation. Although automated essay scoring is as good as human scoring (Streeter et al., 2011), Zhang (2013) argued that the use of automated essay scoring is still debatable. Dikli (2006), who reviewed Project Essay Grader™/PEG, Intelligent Essay Assessor™/IEA, E-rater®, CriterionSM, IntelliMetric™, MY Access!® and Bayesian Essay Test Scoring System™/BETSY, found that these software systems are able to help teachers assess their students' essays. However, Dikli also emphasized that the producers of the software do not intend to replace the teacher's role in scoring the students' essays by using their products.

Wang and Brown (2007) investigated the validity and usefulness of automated essay scoring by comparing IntelliMetric™ with human scoring. Their study involved 107 Hispanic students of the highest level of a developmental English course in Texas. The students' essay writings were marked and scored by IntelliMetric™ and two trained faculty members. To test the significance of the main differences between the automated essay scoring and human scoring, the two-way repeated-measures ANOVA was used. Wang and Brown found that the essay scoring system generated higher mean scores compared to the faculty members'. The pass and fail rates of both IntelliMetric™ and faculty members were different. IntelliMetric™ tends to generate



a much higher pass rate and lower fail rate. In contrast, faculty members tend to generate much higher fail rate and lower pass rate.

Having considered the development of the automated essay scoring system, it appears that automated essay scoring provides opportunities to be used in a massive online course because assessing students' works is time consuming. However, to ensure the assessment is accurate, quality assessment should be continuously carried out by a tutor/lecturer.

### **2.6.3 Blended Learning**

Blended learning is a combination of different learning formats which can be positioned between distance learning and face-to-face learning (Moore & Kearsley, 2012). It can also be seen as the combination of face-to-face and online learning to support the teaching and learning process (Hummel, 2006). A mixed methods study by Lim, Morris, and Kupritz (2007) investigated whether online and blended delivery methods affected learning outcomes and other instructional variables and that found different learning formats did not affect student learning outcomes. Lim et al.'s findings showed that online learning students were likely to face more difficulty in learning compared to those using blended learning. In addition, online learning students had a higher workload compared to students using blended learning. The findings implied that blended learning could provide a better learning environment. Although Lim et al.'s study was not set in a language learning context, the findings provide a focal point for developing a blended-learning format for those who learn the language through distance learning mode.

Another study conducted by López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) investigated students' perceptions about blended learning and their achievement and came up with similar findings. These findings showed that there was a significant correlation between a blended learning format and achievement. In addition, it was found that blended learning prevented students from dropping out. It is also reported that blended learning supports greater learning improvement, increases motivation, increases skill development and stimulates interest in the subjects being learnt. An action research study conducted by Hughes (2007) also found out that blended learning helped the students increase both motivation and their engagement with learning.

## **2.7 Adult Learning**

Adults and children learn differently. The theory underpinning adult learning is called andragogy (Gray, Griffin, & Nasta, 2005). Thus, andragogy refers to teaching adults and pedagogy refers to teaching children (Goodmurphy, Branton, Callens, & Gedies, 2000). According to Knowles et al. (2005), adult learners have the following characteristics: they are autonomous and self-regulated, experienced, purposeful in terms of direction, functional and developmental which, in turn, means that they learn differently from children.

Gaining a better understanding adult learners aimed to give an insight into concepts, structures and information within the context of the research. Although distance learning does not refer to adult learning, in practice, distance learning is commonly associated with adult learners. This phenomenon may be caused by the characteristics

of distance learning itself, which require students to show initiative. Talbot (2003) explained that distance learning students are responsible for individual learning, which consisted of setting goals, setting a learning plan, adjusting learning, doing personal activities and setting up learning priorities. In practice, these activities are difficult to carry out by youngsters. In contrast, adults may be more able to regulate independent learning due to possessing higher abilities to manage responsibility and commitment.

## **2.8 Chapter Summary**

The systematic and thorough literature search and review support the study by establishing a better understanding of distance language teaching and learning, particularly distance English writing. The approach taken in this study has contributed to the research design. The results from the literature search and from the review provided important insights into distance learning in general and distance language learning in particular. The literature search and review revealed that the number of studies on distance English learning in Indonesia has been very limited. The literature search and review helped identify robust evidence on factors that affected student achievement in the distance learning English writing courses as well as reasons for dropping out of programmes of study. A rigorous analysis of previous studies on issues related to student achievement and dropout has provided theoretical backgrounds for developing research instruments. Furthermore, the literature search and review provided the researcher with a new and better understanding of distance language learning, adult learning and innovations in distance learning. At the same time, it also generated an awareness of advocating further development in distance learning practice and distance learning studies.

The literature search and review showed that studies about distance language learning were very limited. A small number of the studies, including those conducted by Coleman and Furnborough (2010) and Hashemian and Soureshjani (2011) employed quantitative method. Some of the studies, including the studies conducted by Hyland (2001), Vanijdee (2003) and Hurd (2006) employed mixed methods. Of the three studies, only Hurd (2006) used a longitudinal research design. However, the current study is different from Hurd's study based on the following reasons. Firstly, the current study's subject is distance English writing. So, the subject is more specific. Secondly, participants of the current study involved students, lecturers and online tutors. Consequently, the data are more comprehensive. Thirdly, the current study followed student progress over four semesters. Thus, data related to student achievement in each stage can be monitored and analysed. Fourthly, the context of the research is different. The English courses in the current study are among basic courses that students must take before they register for other courses in order to obtain a bachelor degree. In other word, the context of current study is in a degree programme.

The literature review and search have shown that there have not been found previous studies on distance English writing courses in Indonesia. The research design of the current study is expected to fill in the gap in the existing research literature by employing a four-stage longitudinal study and involving a cohort of students taking four levels of distance English writing courses in Indonesia as well as lectures and online tutors.

## CHAPTER 3: METHODOLOGY

### 3.1 Introduction

This chapter explains the methodological theory underpinning this study. Punch and Oancea (2014, p. 16) defines a methodological theory as ‘theory about method’. Consecutively, the chapter explains research design, data collection techniques, data analysis, reliability and validity. In addition, the chapter also includes ethical considerations.

### 3.2 Research Design

This study adopted a ‘question-driven approach’ using research questions which were established prior to the selection of the research methods (Punch & Oancea, 2014, p. 19). The research questions originated from the researcher’s concern about the fact that a large number of students did not proceed to the higher levels of an English writing course at a distance learning university in Indonesia<sup>1</sup>. The research questions are:

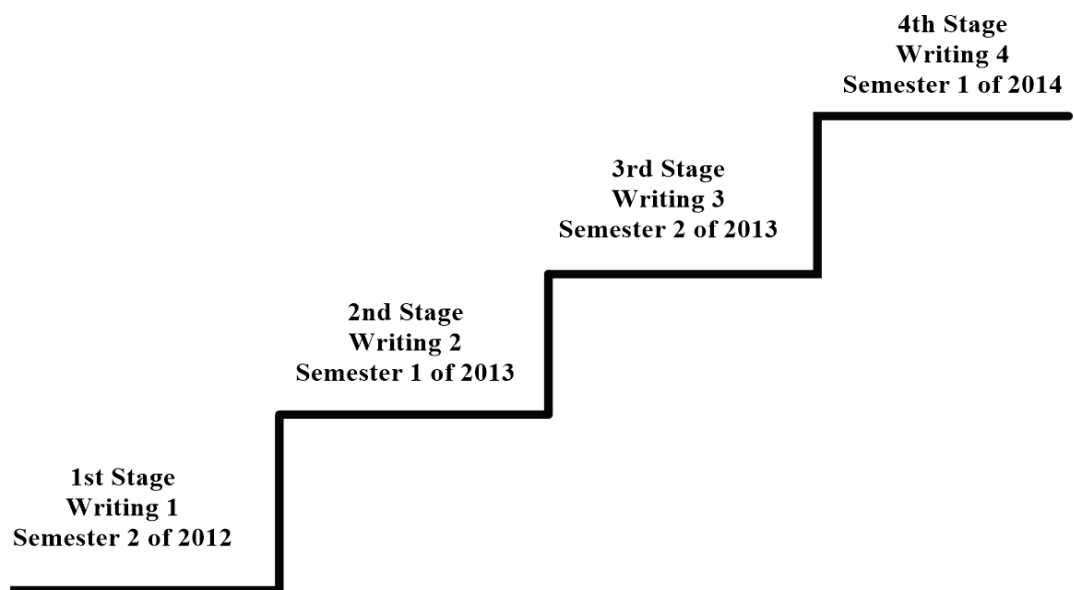
1. What factors affected achievement?
2. What caused students to drop out of the programme?

To develop a deeper understanding of student achievement and dropout in each level of the writing course, a longitudinal study was selected. This decision was based on three major reasons. Firstly, consecutive investigations to identify factors pertinent to

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<sup>1</sup> To comply with the confidentiality agreement, the name of the institution was written anonymously

writing skill development from a cohort of students are required as the writing course ranges from level 1 to level 4. Secondly, student progress can be monitored individually from the first level to the last level of the writing course. Similarly, monitoring students also allowed the identification of students who dropped out and those who progressed. As a result, further exploration of the reasons for student drop out and progression could be made. Thirdly, a longitudinal study produced rich data on the experiences, perspectives, beliefs and expectations of students who studied the four levels of the writing course. In addition, due to their experiences, perspectives and beliefs, the lecturers and online tutors were involved in the present study order to gather information related to student progression and dropout. Cohen, Manion, and Morrison (2011) suggested that a longitudinal study has its strengths and weaknesses. Some of the weaknesses inherent in the longitudinal study were carefully taken into consideration. One weakness that should be anticipated is the decrease over time in the number of the participants. The process of data collection can be seen in Figure 3.1 below.



**Figure 3.1** Four Stages of Data Collection

The research methods employed in this study combined inductive and deductive approaches under the philosophical framework of pragmatism to organise the research. Deductive approach was used to generate quantitative data through measuring the variables in the forms of statistical analysis. In addition, an inductive approach was used to gather qualitative data which in turn were used to draw conclusions and construct a theory. Employing quantitative and qualitative methods was expected to gain more comprehensive data as the data from the two methods can be integrated to interpret the findings (Johnson & Onwuegbuzie, 2004).

Quantitative research instruments used were particularly similar during the four stages of data collection with the same research participants. No interference was made during the process of the study. The qualitative data instruments, which included open-ended questions and interview protocols, however, were amended based on the key findings in each stage for further investigation. Each of the four stages data were pooled and analysed. To summarise, the data were analysed respectively in each stage to identify the findings which were specific to each stage. New qualitative research instruments were developed for further investigation in the following stages over four-time data collection. Finally, the data from the four stages were then analysed to discover the factors that affected achievement and dropout. These initiatives reflect longitudinal mixed methods approaches.

### **3.3 Methods**

Punch and Oancea (2014) argued that different research questions require the use of different methods. They also argue that the wording of research questions denotes the

methodological implications, either in a quantitative or qualitative approach. Punch and Oancea's argument, however, should be interpreted with caution, because it is not a straightforward technique for determining the research methods. The 13 key themes gathered from the literature review and search served as a basis for certain directions in determining particular methodologies. Survey research with closed-ended questions and open-ended questions was used to collect data. Data from closed-ended questions were quantified in numerical forms for analysis. The conclusion was generated through a deductive approach. In this respect, closed-ended questions refer to quantitative method.

In order to be consistent in terms of the research purposes and questions, a qualitative method was also used to gather specific information from the subjects by proposing certain open-ended questions embedded in the questionnaire and through the use of interviews. The interviews involved a number of participants, as representative of the cohort students, the lecturers and the online tutors. Since the study involved one lecturer and one online tutor at each stage, qualitative methods become highly relevant to use. The involvement of the lecturers and online tutors aimed to gain a more in depth understanding of activities associated with the themes identified in the self-administered questionnaires. The interviews were conducted to follow up on findings from the quantitative data. An inductive approach was used to gather qualitative data, which in turn were used to draw conclusions. Thus, this study employed mixed methods. Johnson, Onwuegbuzie, and Turner (2007) argued that mixed methods combine quantitative and qualitative research methods to gain broad and deep results. Mixed methods draw on the strengths of both quantitative and qualitative methods and offer more advantages than a single research method. In short, the reasons for selecting



mixed methods were based on, firstly, the nature of the research questions and, secondly the fact that the methods generated a rich variety of data, which could be used to support the findings. Utilising mixed-methods in this study reflected a pragmatic approach. Tashakkori and Teddlie (2003) argued that pragmatism is the main research paradigm that employs mixed methods.

According to Curry, Nembhard, and Bradley (2009), there is a growing recognition that combining a quantitative and qualitative approach is a valuable research approach. This phenomenon cannot be separated from the history of paradigm wars whereby two main paradigms were contrasted: positivism, which employs a quantitative approach against constructivism, which employs a qualitative approach (Henwood, 1996; Tashakkori & Teddlie, 1998). Crotty (1998) argued that the disputes are not between quantitative and qualitative approaches, but between positivism and non-positivism. Krauss (2005) emphasised that the disputes are primarily about philosophical rather than methodological concepts for research. The dichotomy between quantitative and qualitative research methods became less significant when they were merged into mixed methods as a new research paradigm, pragmatism. The emergence of pragmatism is believed to end the paradigm wars (Tashakkori & Teddlie, 1998). Mixed methods enable the researcher to combine deductive and inductive approaches. In connection with longitudinal study, mixed methods are the most suitable methods for a longitudinal study (Newby, 2010; Cohen et al., 2011).

### 3.4 Sampling Method

The participants were the students who registered for the Writing 1 course in Semester 2 of 2012. Sampling a cohort of students until they registered for the Writing 4 course enabled a progress monitoring and an identification of the factors that affected their achievement in each respective Writing course examination. In addition, students who did not proceed to the next level of the English course could be identified so that further investigation could be conducted to understand the reasons for not continuing with the course. To enrich the understanding of the factors that affected student achievement and dropout, a lecturer and an online tutor as well as all students were invited, on a voluntary basis, to take part in an interview. With regard to Cohen et al. (2011), this study employed a longitudinal cohort study that used mixed methods.

Four hundred and five students took the Writing 1 examination and they were all invited to participate in the survey as an entire cohort of students. This cohort became the focus of data collections over four stages. The number of participants for each data collection can be seen in Table 3.1 below.

**Table 3.1** Participant Size

Stage	Number of Participants
One	164
Two	52
Three	25
Four	16

Although the decline in the participation rate in each respective stage had been anticipated, a drop in participation, particularly between the first and the second stages, was pronounced. It is important to note that some procedures were taken to increase

the participation rate, including sending reminding emails. Another procedure to improve participation rates was by providing material incentives for the participants who completed the questionnaires. This procedure was adopted from Dillman (1991). Cohen et al. (2011) argued that offering incentives can increase participation rates. The participants could choose whether they wanted to participate in the lucky draw to win English novels. It was mentioned that their participation in the lucky draw was kept confidential. In addition, consultation with Dundee University Research Ethics Committee was conducted in order to ensure that this procedure followed the university's code of ethics and practice.

It is important to note that the participants were aware that the researcher is a lecturer of the programme of study where they were studying. It is also important to note that the researcher was on leave so that there was no teacher-student interaction. The cover letters for surveys and for an interview invitation in each respective stage described the relationship between the participants and the researcher (see, for example, Appendix 3.3 and 3.7). Hence, the participants were aware of the objectives of the study, their rights and the researcher-participant relationships. Protecting anonymity and confidentiality have become methodological considerations since the early stages of the study. Thus, anonymity and confidentiality are guaranteed throughout the study and the participants' identities are not disclosed in the report. In addition, it was emphasised that participating in the study was elective. Participants can give their consent if they agree. Conversely, if they do not agree, they can refuse to take part and there is no implication behind their choice. According to Shenton (2004) this procedure can help to assure that the data given are genuine because the participants take part in the study without pressure and they are willing to give data freely.

### **3.5. Instruments**

#### **3.5.1 Questionnaire Development**

The 13 key themes gathered from the literature review and search served as a framework to build a self-administered questionnaire. This helped to avoid making assumptions and leading questions based on the researcher's knowledge. Furthermore, the key themes served as variables that the researcher tried to explain. Each variable was put into operation by formulating some statements and questions. A questionnaire was selected as a data gathering instrument based on pragmatic considerations in this respect; the participants live in many regions in Indonesia and in other countries, including Malaysia, Singapore, Hong Kong, Taiwan, Greece and Ukraine. According to Wolf (2008), a self-administered questionnaire refers to a questionnaire that is completed by the participants without any intervention of the researchers. In contrast, Cohen et al. (2011) explained that self-administered questionnaires can be completed with or without the presence of the researchers. In essence, self-administered questionnaire in this study refers to a questionnaire that participants should complete without the presence of the researcher. Thus, the participants were not able to ask for clarifications of the questionnaire items when they were completing it.

The questionnaire aimed to gather both quantitative and qualitative data. In order to produce a high quality and well-structured questionnaire, a multistep process was taken. Step one, the questionnaire framework was constructed. The framework consisted of the key themes to be investigated. Each respective key theme was then transformed into certain statements; in this respect, they are called questionnaire items. The framework acted as a blueprint for constructing the questionnaire and for ensuring

that all aspects drawn from the literature review and search were covered. The questionnaire consisted of closed-ended questions, open-ended questions and a self-report. The questionnaire items were also adopted from previous researches, including questionnaires on learning strategies used by Gerami and Baighlou (2011) and questionnaires on autonomy and learning strategies used by Vanijdee (2003).

Step two, drafting the questionnaire items in Indonesian based on each theme. Since some of the questionnaire items were designed to measure frequency with the Likert-Type Scale in Indonesian it was important to find out if the participants were able to understand the language used for determining the frequency scale, especially between *jarang* and *kadang-kadang* which in English mean “rarely” and “sometimes”. The idea to test *jarang* and *kadang-kadang* arose in a discussion with a number of Indonesian native speakers who had a difficulty in differentiating the two words.

To investigate whether Indonesian students were able to distinguish *jarang* and *kadang-kadang*, a small survey was carried out. The survey was conducted by sending emails to some Indonesian native speakers and to ask them whether they were able to differentiate between the words *jarang* and *kadang-kadang*. To help them understand the context, two similar sentences were formulated:

- a. *Saya jarang membaca modul.* (I rarely read the course materials);
- b. *Saya kadang-kadang membaca modul.* (I sometimes read the course materials).

Fifty-nine Indonesian native speakers were asked to participate in the survey. Two emails were bounced and not delivered. Forty-one participants replied and gave their

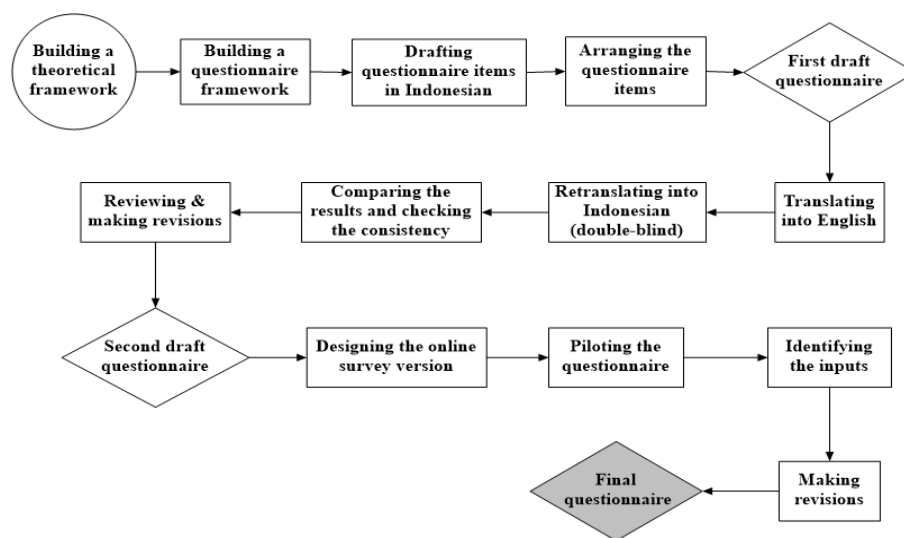
opinion (the rate of return was 71.9%). Twenty-nine participants said that they were able to differentiate the meaning of the two sentences, 11 participants were not able to distinguish the meaning of the sentences and one participant did not answer. The results showed that the words *jarang* and *kadang-kadang* are feasible to use to measure frequency scale in the questionnaire.

Step three, the questionnaire items were structured in order to maintain face validity. The product of this stage was the first draft of the questionnaire. Step four, the first draft of the questionnaire was translated into English for the purpose of supervision. Step five, the first draft of the questionnaire was re-translated into Indonesian to maintain the meaning of the questionnaire items. Step six, the back translation version was then compared with the original version. Step seven, two lecturers from an open university in Indonesia were invited to review the content of the questionnaire. They were involved in order to give further insights into the questionnaire and ensure that the terms used were understandable to the participants (Cohen et al., 2011). Summary of the feedback from the reviewers:

1. Some questionnaires items needed to be more clearly expressed to avoid misunderstanding;
2. The terms used, like *feedback*, *formatif tes* and *modul*, should be revised to suit the terms recognized by the students;
3. Student's experience of learning the Writing 1 course should be more explored.

In addition, the questionnaire was reviewed by supervisors. The product of this process was the second draft of the questionnaire. Step eight, three online survey tools were reviewed to circulate the questionnaire: Adobe Acrobat Pro, Monkey Survey and

Bristol Online Survey. These three online survey tools had their own advantages and disadvantages. To determine which one was most suitable for the data collection, the three online survey tools were compared. Step nine, the questionnaire was piloted and revision was made based on the feedback and the lessons gathered from the pilot study. Finally, the questionnaire for the first data collection was ready to use. The summary of the questionnaire development process can be seen in the following figure.



**Figure 3.2** Process of Questionnaire Development

### 3.5.1.1 Selecting an Online Tool

One of the most effective ways to reach the participants is through online questionnaires. Data from the Registration Office where the participants studied indicated that most of them have email addresses. This signifies that they have access to the internet. Thus, distributing an online questionnaire was feasible.

**Adobe Acrobat Pro**

Adobe Acrobat Pro enables the participants to fill out the electronic questionnaire online. Due to a technical problem, however, the participants had to save the completed questionnaire, rename (optional) and resend it as an email attachment. This method seemed to be impractical. In addition, the process of inputting the data into SPSS or Microsoft Excel for data analysis has to be conducted manually.

**Survey Monkey**

Survey Monkey provides better benefits than Adobe Acrobat Pro. The participants can fill out the questionnaires online and the questionnaires are automatically sent to the server once the participants complete the questionnaires. The data gathered from the participants are recapitulated by Survey Monkey automatically. Consequently, the results might be seen in real time. This may make the analysis much easier. However, Survey Monkey is a commercial paid online survey site. In a longitudinal study, this might be costly. Another important issue is that it could be difficult to control the data since it is stored in the Survey Monkey database.

**Bristol Online Survey**

The Bristol Online Survey is more advantageous than Survey Monkey did and Adobe Acrobat Pro. For example, should there be any question or query during filling out the online questionnaire, the Bristol Online Survey offers a facility for the participants to contact the researcher. Bristol Online Survey provided by the University of Dundee is



free of charge for the students and it is easy to contact the staff for assistance. In addition, the Bristol Online Survey gives the researcher facilities to share the online survey with the supervisors and the University of Dundee Research Ethics Committee to monitor the research project. The supervisors and committee, however, are not able to modify the survey. Data storage and data security are handled with utmost care. Accordingly, the Bristol Online Survey was selected to administer the survey, both for the pilot and the main data collection.

#### **3.5.1.2 Selecting a Postal Service**

To reach the participants who did not have email addresses, distributing questionnaires by post is an alternative medium. However, it is both costly and time consuming. A challenge that appeared was that some participants did not write their addresses accurately on the registration forms. Postal survey has its own strengths, including the ability to reach participants in remote regions, and compared to the online survey, participants can start, stop and continue completing the questionnaires as they want. Postal questionnaire has also some weaknesses. Kaner, Haighton, and McAvoy (1998) reported that response rates to postal survey was low and respondents tended to lose the questionnaires they received.

#### **3.5.2 Interview Protocol Development**

The interview was selected to gather qualitative data as it was more detailed information about the participants' experiences, perceptions and knowledge of the points of interest (Patton, 2002). Patton classified interviews into three types: the

informal conversational interview, the general interview and the standardized open-ended interview. Meanwhile, Berg (2007) identified three types of interviews: structured interviews, semi-structured interviews and unstructured interviews. Semi-structured interviews were employed as a research tool to gain information from students, lecturers and online tutors. Semi-structured interviews enables the researcher to follow-up the interviewees' responses to the predetermined questions in order to explore a more in-depth view of interviewees' views on certain issues (Newby, 2010).

With regard to Borg and Gall (1989) and Creswell (2009), the procedures taken to prepare the semi-structured interviews are as follows:

1. Reconfirming the purpose of the interview.

Reconfirming the purpose of the interview aimed to develop a deeper understanding of what was to be acquired to generate rich data through a rigorous interview process.

2. Reviewing relevant literature.

Reviewing relevant literature enables the researcher to learn from previous studies about conducting interviews, types of interviews as well as the advantages and disadvantages of interviews.

3. Developing questions.

Findings from the quantitative analysis framed the interview questions. The interview questions were developed in Indonesian. However, for the purpose of supervision and report they were translated into English. Like the questionnaire, a back-translation procedure was taken to maintain consistency and avoid misleading information.

#### 4. Identifying participants.

All participants were invited to participate in the interviews. An interview invitation letter and a consent letter were sent to the participants together with the questionnaire. The interview invitation letter described the aim of the interview, its medium and the participants' rights.

#### 5. Identifying interview tools.

Since face-to-face interviews were difficult to conduct, the interviews were conducted either by telephone or by Skype. Participants were allowed to select the medium that suited them. The interviews were recorded using Evaer and digital voice recorder as a backup.

#### 6. Applying for ethical approval.

To comply with research ethics and procedures, all documents related to the interviews were submitted to the University of Dundee Research Ethics Committee for approval.

#### 7. Conducting the interviews.

Although the dates for interviews were determined, participants could choose the time to suit their availability.

#### 8. Selecting qualitative data analysis software.

In the beginning of the study, two qualitative data analysis software were available: Atlas.ti version 5.5 and NVivo version 10. NVivo version 10 is more user-friendly compared to Atlas.ti version 5.5. Atlas.ti version 5.5 does not recognise documents in Microsoft Words. Instead, they must be converted to Rich Text Format for analysis. Based on the practicality, NVivo version 10 was selected as data analysis software in this study.

#### 9. Analysing the data.

Data analysis followed the procedures suggested by Miles and Huberman (1994) and Braun and Clarke (2006), which are as follows: data reduction, thematic analysis, data display and conclusion.

#### 10. Protecting data and participants' involvement.

To respect the confidentiality of the interviewees, names related to persons, places and institutions were made anonymous. In addition, the interview transcripts and data from the interviews were only used for the purpose of the study.

### **3.6 Pilot Study**

The second draft questionnaire (see Appendix 3.1) was piloted through the Bristol Online Survey. Some questions that asked about technical matters were added to the questionnaire. The online survey was selected to obtain quick responses. Several approaches, however, had been taken before pilot study was conducted.

#### **3.6.1 Determining Participants for the Pilot Study**

The participants for the pilot study were the students of the English Language and Literature Department of an open university in Indonesia who took the Writing 1 examination in Semester 1 of 2012 as they had similar characteristics with the participants in the main data collections. Three hundred and forty-seven students took Writing 1 examination. Among those students, 218 students enclosed their email address on the registration forms. Thirty students were randomly selected among those who had email addresses. The participants consisted of 22 females and 8 males.

To comply with ethical protocols, formal correspondence with the university took place before the university issued a letter of information for consent to collect and use the data (see Appendix 3.2). The students were informed about the aim of the survey, their involvement, their rights and data protections and the answers were given through a cover letter (see Appendix 3.3).

### **3.6.2 Circulating the Questionnaire for the Pilot Study**

The online questionnaire was circulated between 20 December 2012 and 3 January 2013. The pilot study cover letters were sent via email to the 30 participants. Of the 30 students, however, three emails were undelivered because the email addresses were unrecognized. Consequently, three new participants were randomly selected.

### **3.6.3 Results from the Pilot Study**

Fourteen participants returned the questionnaires (The return rate was 46.7%). Eleven questionnaires were fully completed and the questionnaires were not completed in full. The circulation time period was believed to affect the return rate. The participants who were in employment were occupied in December because they had to catch up with the deadlines and annual reports. Another reason was that some participants were having an end-of-year holiday, therefore they were unable to access the internet.

### 3.6.4 Feedback from the Participants

At the end of the questionnaire sheet, the participants were asked to give their feedback on the questionnaires they completed. Feedback from the participants of the pilot study was important in terms of knowing about their opinion regarding the questionnaire. It was also expected that the participants would disclose some important information that needed to be included or excluded from the questionnaire. The feedback covered six points: the time participants spent completing the questionnaire, the view on questionnaire instructions, the view on the questions/statements, the view on the practicality of the questionnaire, the view on uncovered information and general comments on the survey.

Four participants completed the questionnaires in less than 15 minutes, four others filled out the questionnaires between 15 and 20 minutes and the other three participants took more than 20 minutes to complete the questionnaire. All participants said that the instructions in the questionnaire, the statements as well as the questions were all easy to understand. The participants also mentioned that the online questionnaire was a user-friendly survey tool. Two participants said that some additional information needed to have been included in the questionnaire: questions about contents in the course materials and efforts to study the course materials. Meanwhile, seven participants gave their general views on the questionnaire. The comments that were given by the participants were:

*The questionnaire is easy to understand. However, there should be more questions about the contents of Writing 1 course materials. For example, do you think that the contents of Writing 1 course materials need to improve? (X673)*

*The questions are too many. They should be reduced by combining some similar questions. (X466)*

*There should be a question like “Do you study all chapters in Writing 1 course materials before taking the examination?” The questionnaire was concise and intensive. However, the options “Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree” are confusing. Options like “Yes or No” will be easier to understand. (X716)*

Two important comments made by two participants needed to be considered. One participant asked if the number of questions could be reduced. Another respondent found that options regarding the level of agreement: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree were confusing. These two important comments would be accommodated in the process of revision. The questionnaire for the main data collection needed to be simplified by reducing some questions. Consultations with the supervisors regarding the agreement scale were carried out to find any possibilities for making an amendment.

### **3.6.5 Inputs from the Pilot Study**

The pilot study provided some useful information. Firstly, most of the participants rarely checked their email. As a result, they did not know that they were invited to participate in the online survey. Consequently, they were not able to complete the survey in the time frame prescribed. Secondly, some participants had more than one email address. The email address that they checked regularly was not the one that they wrote on the registration forms. Thirdly, some participants wrote their email addresses incorrectly. As a result, the emails sent were returned automatically by the server.

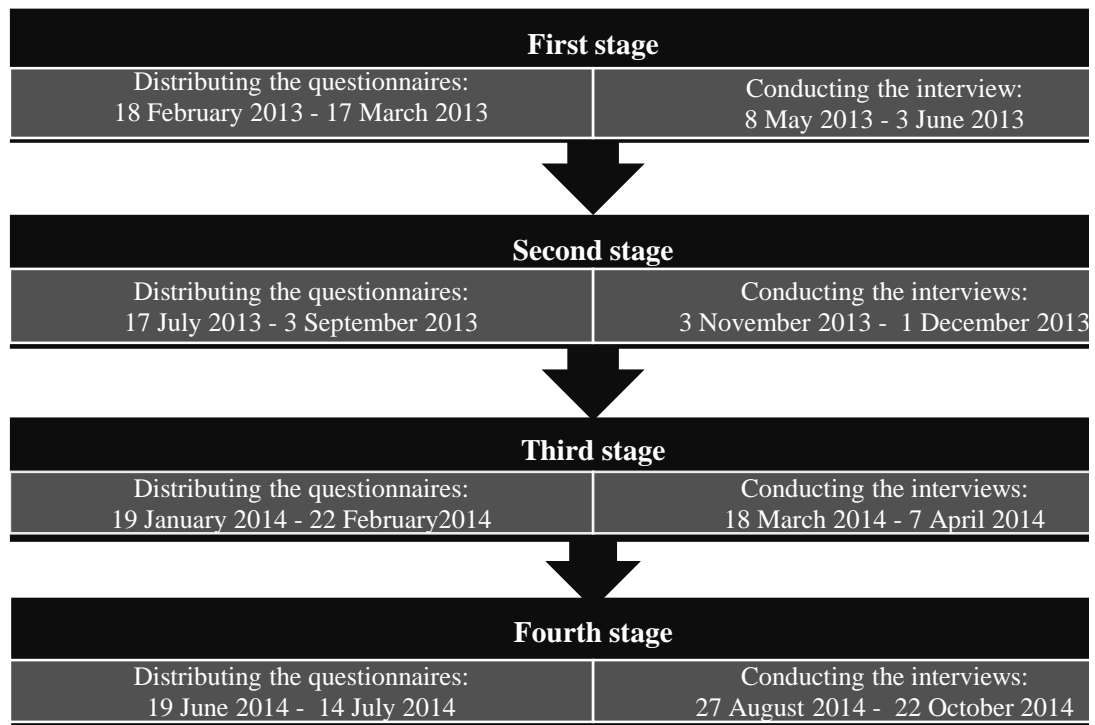
To anticipate similar issues occurring in the main data collection, it was necessary to send postal mails to the participants who had email addresses to tell them that they were invited to participate in a survey by completing the online questionnaire. Meanwhile, the participants who did not have email addresses were also given the chance to complete the online questionnaire rather than completing the printed questionnaire. The information about completing the online questionnaire was articulated in the cover letter.

Regarding the format of the online questionnaire, some amendments were made. For example, the box in which to write down the student's number should only consist of nine digits. Another amendment was carried out to question number 3. The  $\geq$  and  $\leq$  symbols were changed by "less than" and "more than" because a student failed to comprehend these two symbols. In addition, some options were simplified. Another amendment was carried out to question number 7.b.i asking "if more than 40 hours, the average number is:" Students who worked more than 40 hours per week failed to complete this question.

### **3.7 Main Data Collections**

A plan for the four stages of data collection was developed. Summary of the data collection procedures can be seen in the following figure.





**Figure 3.3** Data Collection Plan

### 3.7.1 First Stage of Data Collection and Analysis

To meet the research's ethical requirements, the questionnaire for the first stage of data collection together with other supporting documents which included research cover letter, interview invitation letters for students and the lecturer/tutor and interview consent letter were submitted to the University of Dundee Research Ethics Committee to obtain research approval. The research approval was issued by the University Research Ethics Committee (UREC) on 12 February, 2013 which was valid for four stages of data collection. A copy of the UREC approval letter can be seen in Appendix 3.4.

### 3.7.1.1 Participants in the First Stage

For the first stage of data collection, the participants were the students, who registered for the Writing 1 course in Semester 2 of 2012 and took the examination on 4 November, 2012. Of the 504 students who registered the Writing 1 course, 99 students failed to attend the Writing 1 examination. One hundred and sixty-four students participated by completing the questionnaires.

### 3.7.1.2 First Stage: Questionnaire Design

The questionnaire for the first stage of data collection can be seen in Appendix 3.5.

The structure of the questionnaire for the first stage of data collection is as follows:

**Table 3.2** Structure of Questionnaire

1.	Acknowledgement: This section asked whether the participant has read and understood the information in the cover letter and whether they agreed to participate in the survey.
2.	Personal information: This section gathered some personal information, including gender, age and employment status.
3.	Reason for studying the Programme of Study: This section gathered information about the reasons for studying in a distance learning university.
4.	Preparation to study: This section gathered information about the participants' preparation for learning the course materials.
5.	Learning Process: This section gathered information on the method the participants learnt the course materials.
6.	Post-Learning: This section gathered information on how the participants' viewed their achievement.
7.	Self-Report: This section gathered information about the obstacles faced by the participants and the way they overcame them.

The theoretical framework was merged into the last four sections of the questionnaire: the preparation to study, learning process, post-learning and self-report. For example, the questionnaire items related to self-efficacy were placed in pre-learning and learning process sections and questionnaire items related to feedback were put in the

last section. This was done in order to make the questionnaire items structured in such a way that participants could reflect on their learning experiences from the beginning to the end when they received the examination results. The questionnaire consisted of closed-ended questions, open-ended questions (the questions in which the participants might provide additional information to the closed-ended questions) and self-report.

### **3.7.1.3 First Stage: Distribution of Questionnaires**

In order to coordinate the distribution of the questionnaires, the students were grouped into three groups based upon the methods of the questionnaire distributions. The first group was participants who did not have emails or they did not write their email addresses on the registration forms. A research cover letter (see Appendix 3.6), a printed questionnaire, an interview invitation letter (see Appendix 3.7), an interview consent letter (see Appendix 3.8) and a return stamped envelope were sent to each student in this group by postal mail. For the participants who lived overseas, return envelopes were provided without stamps because of the different postal services between the countries where they lived and the Indonesian postal service system. As a consequence, an additional letter was included explaining the different postal services and requesting them to purchase stamps by themselves (see Appendix 3.9). Participants in this group were also able to choose the online questionnaire version. Eighty-three participants belonged to this group.

The second group consisted of the students who had email addresses and lived in Indonesia. Two hundred and fifty-two participants belonged to this group. To this group, a survey cover letter was sent by email together with an invitation letter to

participate in the interview and an interview consent letter. To increase the participation rate, a postal mail was sent to each participant in this group as a reminder to check her/his email (see Appendix 3.10). The last group consisted of participants who had email addresses, but their home addresses were incomplete on the registration forms. This meant that sending a reminding letter by post was not feasible. Some participants who lived overseas were also included in this group. Seventy participants belonged to this group. A survey cover letter, an interview invitation letter and an interview consent letter were sent to them by email.

The first stage of data collection began on 18 February 2013 and ended on 17 March 2013 for both postal and the online questionnaire versions after the students received the examination results. Reminder emails were sent between 26 February 2013 and 27 February 2013 to those who had not completed the online questionnaire. During the process of data collection, thank-you emails were sent to those who completed the online questionnaire. The results of questionnaires completed by each group can be seen in Table 3.3 below.

**Table 3.3** Questionnaire Results of the First Stage of Data Collection

<b>Group</b>	<b>Number of Students</b>	<b>Participating Students</b>	<b>Percentage</b>
Group 1	83	17	20%
Group 2	252	112	40%
Group 3	70	35	50%
N	405	164	40%

As shown in Table 3.3 above, the response to the postal survey was noticeably low. Of the 15 participants in the first group, four participants chose to complete the online questionnaires rather than return the printed one. The postal questionnaires were

combined with the online questionnaires. Altogether, 164 students participated in the survey; the overall the rate of return was 40%.

#### **3.7.1.4 First Stage: Interview Design**

Ten participants agreed to participate in the interviews. The interviews were conducted between 8 May 2013 and 3 June 3 2013 and the participants were allowed to set the time for the interview because the time differences between the UK and the cities where the participants lived. In addition, time difference also minimized the possibilities of conflict between the interview schedule and their work or family time. A similar procedure was applied to arrange the interviews with the lecturer and the online tutor. Interview invitation letters as well as consent letters were sent to the lecturer and the online tutor.

All interviews were carried out through Skype and recorded (audio only). The most serious challenge to carry out interviews using Skype was the slow internet connection in Indonesia that often interrupted the interviews. At the end of each interview session, the interviewees were reminded whether they wanted to read the interview transcript. This procedure was taken to assess the accuracy of the data (Bryman, 2008).

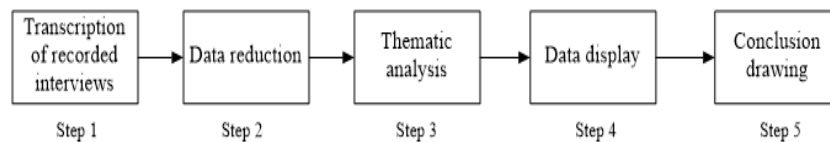
#### **3.7.1.5 First Stage: Data Analysis**

Quantitative data were inputted and analysed by IBM SPSS version 21. Quantitative data were analysed using descriptive and correlation analyses. The data were numerically coded. For example, the codes to differentiate gender were 1 (male) and

2 (female) and the codes to determine rank of agreement and frequency were 1 (Strongly disagree and Never), 2 (Disagree and Rarely), 3 (Not sure and Sometimes), 4 (Agree and Often) and 5 (Strongly agree and Always). The data were clustered for descriptive analysis. Descriptive analysis aims to describe the data obtained and present quantitative descriptions, including frequency, percentage, mean score and standard deviation. Another approach taken was correlation analysis, which aimed to identify the strength, direction and significant level of the relationship between variables of each cluster with achievement. The other test was a test of normality to assess whether the data were normally distributed and also to identify the variables that might be excluded in the design of the questionnaire for the next level.

On the correlation analysis the students were scores differently. Online tutorial participation could contribute to the final grades. Thus, for the experimental group, the grades were a combination between the final examination score and the online tutorial score. In contrast, the grades for students who did not participate in the online tutorial were based only on the final examination score. The analysis showed that the online tutorial scores had a very small contribution to the grades. Thus, there were no different measurement to test the correlation between students who participated in the online tutorial and those who did not. Further explanation and examples of the measurement of achievement can be seen in Table 4.7 of Chapter 4. However, it is important to note that student achievement was based on the students' scores (0-100) obtained in the final examination and also the online tutorial scores for those who participated. The scores were then converted into grade (A-E).

The qualitative data from the open-ended questions and interviews were analysed separately using NVivo version 10. The analysis was presented descriptively. Some citations given by the participants to provide evidence and confirmation of the issues were discussed. Qualitative data analysis followed the stages of qualitative analysis suggested by Miles and Huberman (1994) and Braun and Clarke (2006), which involves data reduction, data displays and conclusion drawing. The following figure illustrates the qualitative data analysis procedure. To analyse the qualitative data from the open-ended questions, the procedure began from step 2.



**Figure 3.4** The Qualitative Data Analysis Procedure

Firstly, the recorded interviews were transcribed verbatim. Respondent validation (Cohen et al., 2011) was conducted to ask whether the participants agreed with the transcripts. Each transcript was coded for analysis. The second step is a data reducing process whereby irrelevant information was deleted, particularly the noise, including laugh, giggle and “um” or “er”. During the third step, the transcripts were analysed using a thematic analysis according to the following process: understanding the data through analytic reading, coding key information, grouping key information into themes, reviewing themes and refining them. During the fourth step, NVivo enabled the researcher to display the themes and sub-themes. The display, which can be transformed into a figure, helped the researcher to identify the relationship between the themes. The last step is drawing conclusion and reporting the findings.

### **3.7.2 Second Stage: Data Collection and Analysis**

The procedures that were employed in the second data collection were basically the same as the procedures followed in the first data collection. Since the research approval was valid for all four data sets, re-applying for approval from the UREC was not necessary. However, communication with the UREC was made to inform the second stage of data collection (see Appendix 3.11).

#### **3.7.2.1 Participants in the Second Stage**

The participants in the second stage of data collection were those who took part in the first stage of data collection and proceeded to take the Writing 2 examination. The examination was held on 12 May 2013. Detailed information about the respondents can be seen in the following table.

Of the 164 students who participated in the first stage of data collection, seven participants did not proceed to register for the Writing 2 course, because they took it in the previous semester or in the same semester they took the Writing 1 course. Ninety-seven participants proceeded to register for the Writing 2 course, but five of them failed to attend the examination. Hence, the target participants in the second stage of data collection were 92. Meanwhile, the participants who did not proceed to register for the Writing 2 course were invited to provide the reasons for not registering for the course in the following semester. The questions were sent by email.



### **3.7.2.2 Second Stage: Questionnaire Design**

The second stage of data collection methodologies were similar to the first data collection methodologies. The questionnaire used in the first data collection was amended, questions regarding demographic information and background were not included. The questionnaires were modified for each stage of data collection. The questionnaire focused on the participants' pre-learning, learning process and post-learning activities. The structure of the questionnaire for the second data collection was similar to the structure of the questionnaire for the first data collection. The questionnaire for the second stage of data collection can be seen in Appendix 3.12.

### **3.7.2.3 Second Stage: Distribution of Questionnaires**

Both the postal and the online questionnaires were distributed between 17 July 2013 and 16 August 2013. The participants who were invited to complete the online questionnaires were 89. Meanwhile, the participants who were invited to complete the postal questionnaires were 6. By August 6, 2013, however, the rate of return of the online questionnaires was 36% and the rate of return of the postal questionnaires was 17%. The low response rate for both methods was believed to be linked to a long holiday season in Indonesia, during which Muslims were celebrating *Eid al-Fitr* between 8 and 9 August 2013. The holiday, however, took a week. During this holiday, students usually visit their families and relatives living in different regions of the country. To increase the response, the closing date for online questionnaire submissions was extended to 24 days. The second stage of data collection ended on 3

September 2013. Fifty-two participants completed either postal or online questionnaires (the rate of return was 54%).

#### **3.7.2.4 Second Stage: Interview Design**

Interview invitation letters were distributed to all students who proceeded to register for the Writing 2 course either by email or by post, excluding those who failed to attend the exam. To remind the participants of the interview invitation, mobile text messages were sent individually to the participants. As a result, eight participants (six females and two males), one lecturer and one online tutor participated in the interview. The interviews were conducted between 3 November 2013 and 10 November 2013. The interview recordings were then transcribed for analysis.

#### **3.7.2.5 Second Stage: Data Analysis**

Data analysis for the second stage adopted the procedures employed in the first stage of data analysis.

#### **3.7.3 Third Stage: Data Collection and Analysis**

The procedures for data collection and data analysis in the third stage were similar to the procedures undertaken to collect data in the previous stage. However, some adjustments were made, including the distribution of the questionnaires.

### **3.7.3.1 Participants in the Third Stage**

The participants in the third stage of data collection were those who participated in the second survey and proceeded to take the Writing 3 examination that was held in November 2013. Of the 52 students who participated in the second stage of data collection, 31 students proceeded to register for and take the Writing 3 examination. In the second survey, four students did not intend to register for the Writing 3 course, because they had registered for it in the previous semester and planned to register for the course in 2014. They were excluded from the lists of the target participants. This meant that 17 participants did not proceed to register for the Writing 3 course in the following semester. As in the previous stage, the 17 participants were asked to give the reasons for not registering for the Writing 3 course. The questions were sent by email.

### **3.7.3.2 Third Stage: Questionnaire Design**

The questionnaire that was used in the second data collection was analysed through factor analysis to investigate the variables that might be reduced in the third stage. Variables with high loadings ( $\geq .4$ ) were identified and listed to be included in the following questionnaire. The following procedures were to reformat and rephrase the statements and questions to avoid repeating the same questions. The questions, for example the self-report, were developed as a strategic plan to help the researcher investigate factors that affected students' achievement in the examination and followed the emerging themes from the previous data sets.

### **3.7.3.3 Third Stage: Distribution of Questionnaires**

Unlike the first and the second stage of data collections, the questionnaire for the third stage of data collection (see Appendix 3.13) was distributed only through the Bristol Online Survey because all participants had email addresses. The third data collection was conducted between 19 January and 22 February 2014. Of the 31 participants who went on to register for the Writing 3 course, 25 participants completed the online questionnaires. The rate of return was 81%.

### **3.7.3.4 Third Stage: Interview Design**

All participants who took part in the third stage of data collection were invited to participate in the interview. The cover letter as well as the consent letter for the interview was sent by email together with the invitation to take part in the online survey. Of the 25 participants, six participants (one male and five females) took part in the interview which was carried out through Skype. In addition, the interviews also involved a lecturer and an online tutor. The interviews with the three types of participants were conducted between 18 March 2014 and 7 April 2014.

### **3.7.3.5 Third Stage: Data Analysis**

Data analysis for the third stage adopted the procedures employed in the previous data analyses.

### **3.7.4 Fourth Stage: Data Collection and Analysis**

The last stage of data collection procedures adopted the procedures in the previous stage of data collections.

#### **3.7.4.1 Participants in the Fourth Stage**

The participants in the last data collection were participants in the third stage of data collection who went on to register for the Writing 4 course; the last writing skills-based course. Of the 25 students who took the Writing 3 examination, 19 students proceeded to register for the Writing 4 course in Semester 1 of 2014. As in the previous data collections, the participants who did not go on to register for the Writing 4 course were invited to provide the reasons for not doing so. The questions were sent by email.

#### **3.7.4.2 Fourth Stage: Questionnaire Design**

All variables of the questionnaire were analysed through Factor Analysis to identify the items that might be omitted in the next questionnaire. The analysis showed that all items had high loadings ( $\geq .4$ ), therefore, they were included in the questionnaire in the last data collection. However, some amendments were taken to fit the context.

#### **3.7.4.3 Fourth Stage: Distribution of Questionnaires**

The questionnaires were circulated through the Bristol Online Survey between 16 June 2014 and 14 July 2014. The circulation period was shorter as there were 19 participants

expected to complete the questionnaire. Of the 19 participants, 16 participants completed the online questionnaires (the rate of return was 84%). The questionnaire for the last data collection can be seen in Appendix 3.14.

#### **3.7.4.4 Fourth Stage: Interview Design**

Similar to the procedures in the previous data collections, all participants were invited to participate in the interview. Of the 16 participants who completed the questionnaire, eight participants, one lecturer and one online tutor agreed to participate in the interview. Unlike the previous interview designs, the interviews in the last stage were conducted through three methods: online interview by Skype, telephone interview and face-to-face interview.

#### **3.7.4.5 Fourth Stage: Data Analysis**

Data analysis for the fourth stage adopted the procedures employed in the first stage of data analysis.

### **3.8 Data Protection Management**

The privacy and confidentiality used in the data collection remained observed at all times. Participants' names and all information about them, as well as their answers were protected, remained confidential and were not accessible by other people, parties, or the institution where they studied. In the research report, participants' names did not appear and all information referring to names, places, or institutions were written

anonymously. However, to distinguish comments given by different participants, the participants were coded using the last three digits of their nine digits of student matriculation numbers. Meanwhile, the terms “lecturer” and “online tutor” were used instead of their names to protect confidentiality. The written data, audio-video and audio recordings were deposited securely and were kept confidential. All participants’ names taking part in interviews were coded to ensure confidentiality. Electronic files were protected by passwords. Meanwhile, printed data were stored in a secured filing cabinet. After the study is finished, all printed data will be put in confidential waste bags to dispose of in a controlled manner under the supervision of the university. The electronic data will be deposited for two years after the study is complete. After two years, the data will be deleted from the records.

### **3.9 Validity and Reliability**

#### **3.9.1 Validity and Reliability in Questionnaires**

To increase the validity and reliability in the questionnaires, some procedures were taken, including:

- Conducting a systematic literature review and search to identify issues related to student achievement and dropout from previous studies in order to eliminate the researcher’s assumption and knowledge that might unconsciously influence the questionnaire development.
- Asking other academics to assess the content validity of the questionnaire.
- Asking other academics and information technology experts to check the face validity of the questionnaire.

- Piloting the questionnaires with samples having similar characteristics with the samples in the study.
- Involving as many respondents as possible. Cohen et al. (2011) emphasised that sampling is considered as an important issue in ensuring the validity and reliability of a questionnaire survey. As explained earlier in this chapter, strategies for maximising the rate of response included: inviting all students who took the Writing 1 examination, providing return stamped envelopes for post survey, informing the importance of participation in the survey, sending reminder emails, sending follow-up thank-you emails to participants who had completed the questionnaires and offering them incentives. In addition, the strategies included stressing the anonymity and confidentiality of the participants. Assuring the anonymity and confidentiality can encourage participants to be honest and give accurate information. Giving accurate and correct information and being honest can maximise the validity of postal questionnaires (Belson, 1986). A possible explanation for focusing on postal questionnaire might be that online questionnaire was not widely used in the 1980s. Thus, Belson's argument can also apply to online questionnaires.
- Factor analysis conducted at each respective stage helped to test the construct validity. Costello and Osborne (2005) argued that factor analysis is a reliable questionnaire evaluation method.

### **3.9.2 Validity and Reliability in Interviews**

Although some researchers question validity in qualitative research method as reported by Golafshani (2003), Cohen et al. (2011) argued that validity is required in



both quantitative and qualitative research methods. Brink (1993) argued that it is important to assure that the instrument or measure used suits the query. In this sense, to maximise the validity in the interviews, some of the procedures taken are as follows:

- Minimising the researcher's bias by revisiting the aims of the study and the research questions. Identifying issues to address in interviews based on the quantitative findings helps to focus on the interview questions.
- Asking for consent from the interviewees and explaining the aims of the interviews, including explaining the anonymity, confidentiality and voluntariness. This can build a trust-relationship between the researcher and interviewees.
- Selecting familiar terms and word selections.
- Probing and prompting unclear information given by interviewees.
- Asking interviewees if the questions asked are clear.
- Asking interviewees to validate the interview transcripts.

A common procedure to test the reliability of a qualitative research method was by involving other observers to examine the agreement on the responses in numerical results and adopting Measure of Agreement Kappa to determine consistency among the observers based upon certain categories (Landis & Koch, 1977). However, it has been suggested that reliability in qualitative research is still debatable (Cohen et al., 2011). According Golafshani (2003), the test of reliability is a procedure mostly used in quantitative research method and is not applicable in qualitative research method as the test of reliability is rooted in the positivist tradition. Although testing reliability in qualitative research is debatable, Denscombe (2002) emphasised that it was important to build confidence that the results were accurately analysed through peer assessment

of the comparison of responses. In qualitative research design, Guba (1981) introduced the following terms:

- Credibility (parallel to internal validity in positivist tradition).
- Transferability (parallel to external validity in positivist tradition).
- Dependability (parallel to reliability in positivist tradition).
- Confirmability (parallel to objectivity in positivist tradition).

Shenton (2004) explained that credibility could be formed by asking peers and academics for feedback on the interview questions. In this sense, discussions with supervisors and other researchers were conducted to maximise credibility of the interview questions. Regarding transferability, Shenton argued that qualitative research confines the generalisability of the findings and conclusions due to the small number of participants. In this study, interview findings and conclusions are used to elaborate on the quantitative findings. To increase dependability, Shenton emphasised that the process of the study should be reported in detail to enable replicability for future studies. Regarding confirmability, Shenton suggested the importance of objectivity to reduce the researcher's bias. In this study, to establish confirmability, a second coder was involved to identify key information from two randomly selected interview transcripts. This practice is called intercoder reliability (Cho, 2008).

### **3.10 Hawthorne Effect**

Cohen et al. (2011) explain that the Hawthorne effect happens when participants know that they are being observed. This situation might lead to cause researcher bias (Newby, 2010). An example of the situation that may cause researcher bias is the

ability and knowledge of the researcher (Norris, 1997). This may happen because the researcher has knowledge and experience in a particular situation that may lead to distortion. Another term that is sometimes used to explain Hawthorne effect is ‘participant reactivity’ (Lauer, 2006, p. 72). In a longitudinal study, participants are often aware that their progression is monitored from one stage to another, thus they might be liable to modify their answers to the questionnaires and their responses to the interviews because they knew that their progress is being monitored. This may also result in participants modifying their learning process in the following semester after completing the questionnaire, as one participant explained:

*I think the way I studied the Writing 2 course was different (from the previous semester when studying the Writing 1 course). I learnt from the questionnaire in the first survey about making a learning timetable, so I made a timetable for my own to study the Writing 2 course. (X464)*

In addition, the participants knew that the researcher is a lecturer of the Programme of Study. To minimise the Hawthorne effect, the participants were requested to read carefully the cover letters before they started completing the questionnaire and participating in the interviews.

### **3.11 Chapter Summary**

Through the use of a mixed-method approach over a span of four stages of data collection and analyses, this research aimed to investigate student achievement in English writing courses in a distance learning context. To gather information from the participants, the sequential mixed-method (Tashakkori & Teddlie, 1998) was adopted to examine the characteristics of the participants and to discover relevant factors that influenced student achievement and dropout. Systematic and thorough procedures

were applied to develop the research instruments: the questionnaires and interview questions, and to generate both quantitative and qualitative data. The questionnaire development involved other distance learning practitioners to review the questionnaire. Prior to collecting data, the questionnaire was piloted with some students who had similar characteristics to the participants in the main research. Selecting online survey tools in addition to the postal survey as a means to distribute the questionnaires was certainly important to point out. Adobe Acrobat Pro, Survey Monkey and Bristol Online Survey were reviewed. The Bristol Online Survey was eventually selected. The pilot study provided important information which was used to improve the data gathering process. To address ethical concerns, research instruments together with other supporting documents, including a cover letter and a description of the study were submitted to the University of Dundee Research Ethics Committee for an approval. Approval to carry out the research was also requested from the university where the students studied.

The first stage began on 18 February 2013. The participants were students who took Writing 1 examination in Semester 2 of 2012. The questionnaires were distributed by postal and online surveys. The results, 164 students completed the questionnaires and ten students participated in the interviews conducted through Skype. To obtain more relevant information, the lecturer and the online tutor of the Writing 1 course were involved in the interviews. The second stage began on 17 July 2013. Similar procedures used in the first stage were also used in the second stage. Of the 92 students who went on to register for the Writing 2 course in Semester 1 of 2013, 52 students participated in the second stage by completing the questionnaires. Eight participants, a tutor and an online tutor of the Writing 2 course participated in the interview. The

third stage was held between 19 January and 22 February 2014. The questionnaires were distributed through Bristol Online Survey only. The participants in the third stage were 25 students who took Writing 3 examination in Semester 2 of 2013. Six participants participated in the interviews as well as a lecturer and an online tutor of the Writing 3 course. The final stage was conducted between 19 June and 14 July 2014. The participant size in the last stage was relatively small compared to the initial number of participants who completed the first questionnaire; 16 participants completed the questionnaires. Eight participants took part in the interviews. Similarly, a lecturer and an online tutor participated in the interviews.

The data from each stage were analysed respectively. During analysis, the data obtained were securely protected. Any information about the participants was reported anonymously and used only for research purposes. The analysis comprised of descriptive analysis and correlation analysis to identify variables that were associated with achievement using IBM SPSS version 21. Meanwhile, for the qualitative analysis, NVivo version 10 was used to delineate the issues which later on were grouped into selected themes. To ensure the issues identified were free from subjectivity or bias, some random selected interview transcripts were peer reviewed which in turn were compared and contrasted.

## **CHAPTER 4: DATA ANALYSIS OF THE FIRST STAGE**

### **4.1 Introduction**

This chapter presents the data analysis of the first stage of data collection. The analysis is divided into two main sections: quantitative and qualitative analyses. The quantitative data analysis involved descriptive and correlation analyses to find out evidence of the factors that affected achievement in English writing courses. The quantitative data analysis and the results are presented in graphical and numerical diagrams. Meanwhile, qualitative data analysis was conducted to gather information from the open-ended questions, self-report and interviews that involved students, the lecturer and the online tutor. The open-ended questions aimed to gather more information that was not accommodated in the closed-ended questions. In addition, the interviews conducted with some students, the lecturer and the online tutor aimed to explore and identify information about the learning process and the factors that might relate to student achievement from three different perspectives. Issues arising from the open-ended questions, self-report and the interviews were highlighted, categorised and grouped into themes for further analysis. The information obtained from the analysis was used either to elaborate the quantitative data or to support the new findings. Findings obtained from the qualitative data analysis were discussed and presented in graphs.

## **4.2 Participants in the First Stage**

Descriptive analysis highlights the demographic features of the participants. It also describes the participants' motivation to study and their preparation for their studies. Furthermore, descriptive analysis describes the features of the participants based on the key themes derived from the literature review.

### **4.2.1 Demographic Features of Participants**

To maintain consistency throughout, the term “participants” is used to refer to the students who participated in the first stage. The participants consisted of 50 males (30%) and 114 females (70%). The uneven gender balance can be attributed to the fact that the majority of students who took the Writing 1 examination were females (66%). Thirty-two per cent of the participants were married. Sixty-nine per cent of the participants were under 31 years old. Eighty-three per cent of the participants were high school graduates. The other 17% were undergraduates and post-graduates.

A high proportion of the participants (80%) were working full time. Fifty per cent of the participants were in occupations that had some relevance to the Programme of Study and 54% worked for more than 40 hours a week. Table 4.1 below summarises the demographic information of the participants.

**Table 4.1** Demographic Information about the Participants

	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	50	30
Female	114	70
Total	164	100.0
<b>Age group</b>		
Less than 23 years	53	32
23-30 years	61	37
31-38 years	34	21
Over 38	16	10
Total	164	100.0
<b>Marital status</b>		
Married	52	32
Not married	112	68
Total	164	100.0
<b>Prior education</b>		
High school/equivalence	136	83
Diploma 3	11	7
Undergraduate/S1	12	7
Graduate/S2	5	3
Total	164	100.0
<b>Employment status</b>		
Employed	139	85
Not employed	25	15
Total	164	100.0
<b>Type of employment</b>		
Full time	110	79
Part time	29	21
Total	139	100.0
<b>Job relevant to Programme of Study</b>		
Less than 50%	69	50
More than 50%	70	50
Total	139	100.0
<b>Number of working hours a week</b>		
Less than 40 hours	33	24
40 hours	31	22
More than 40 hours	75	54
Total	139	100.0

#### 4.2.2 Reasons for Studying through Distance Learning

To capture the participants' reasons for doing distance learning, two multiple-response questions were posed: "Why do you choose to study at X (name of the university)?" and "Why do you choose X (name of the Programme of Study)?" The participants



could choose more than one option. In addition, the participants were able to supply other reasons different from the options provided. Consequently, numerical values in the form of a percentage were difficult to formulate. Instead, the data for the two questions were presented in numbers. The following additional questions were also asked: “Does the Programme of Study meet your expectation?”, “Do you intend to continue to the next level (the Writing 2 course)?” and “Have you ever studied in a distance higher education system?”.

Of the 164 participants, 142 chose to study the open university programme because it offered them a flexible learning structure. Meanwhile, 113 of the participants chose the open university because it did not require them to leave their work. One hundred and eight participants identified affordable fees as a key reason to study on the open university programme and 62 participants identified the status of the qualification of the university as an important factor. Thirty-one participants supplied additional information giving a variety of reasons. After reading the answers carefully, however, 52% of the answers matched the options provided. Table 4.2 illustrates examples of the participants’ reasons, which were similar to the options of the question.

**Table 4.2** Comparison of Reasons to Study at a Distance

<b>Students’ Reasons</b>	<b>Options</b>
<i>I can continue my studies in Indonesia after I finish the employment contract in X (name of a country). (X132)</i>	2: Flexible learning structure
<i>Because it is a state university. (X132)</i>	3: The qualification is the same as a conventional university.
<i>I can work while studying. (X325)</i>	4: No need to leave your work.

Regarding the reasons behind choosing the Programme of Study, the ranking of answers is as follows: 138 participants chose the programme because of their desire to

be proficient in English, 112 participants wanted to find a better job, 80 participants wanted to become a translator and 43 participants indicated that their job demanded they master the English language. Meanwhile, 36 participants provided different additional reasons. The reasons, however, are similar to the options provided. Table 4.3 illustrates the similar responses given by the participants that are similar to the options provided.

**Table 4.3** Comparison of Reasons to Choose the Programme of Study

<b>Students' reasons</b>	<b>Options</b>
<i>I want English language to become the language of my daily communication just like Indonesian. (X978)</i>	1. I want to be proficient in English.
<i>Because of my job as a Liaison Officer for Australia-Indonesia Partnership. (X836)</i>	3. My job requires considerable proficiency in English.
<i>I want to work overseas. (X307)</i>	4. Having a high level of proficiency in English will help me find a better job.

One hundred and fifty participants (91%) indicated that the Programme of Study met their expectations. When asked to explain how it met their expectation, 89 participants (54%) responded. Examples of the comments given were:

*Yes. Because the Programme of Study is relevant to my work's demand. (X407)*

*Yes. It fits me as a housewife. I can learn English and broaden my knowledge. (X446)*

Seven participants (4%) indicated that they would not continue to register for the next level (the Writing 2 course). Further analysis of non-continuing participants is discussed in the sub-section of this chapter.

In terms of internet access, 160 participants (98%) had access to the internet and 127 of them (77%) accessed it from their personal computers/laptops. Regarding the frequency of internet access, 72 participants (45%) accessed the internet for less than 10 hours a week, 61 participants (38%) access it between 10 and 20 hours and 27 participants (17%) accessed it for more than 20 hours a week. When discussing their previous English course experience, 86 participants (52%) indicated that they had taken English courses before they enrolled on the Programme of Study. The highest levels of English courses they took varied: 31 participants (36%) took the basic level, 35 participants (41%) took the intermediate level, and 20 participants (23%) took the advanced level.

In response to the question about their experience of learning in a distance learning system, 157 participants (96%) indicated that they did not have any experience of studying on a distance learning programme. This means that learning in a distance learning mode was new for most of the participants.

Forty-four participants (27%) indicated that they did not purchase the course material. To make up for the absence of the course material during the learning process, eight participants contacted other students who had the course material, four participants asked someone to teach them and 32 participants used other learning resources.

Regarding time allocation to study the Writing 1 course per week, 106 participants (65%) indicated that they studied for less than 5 hours a week, 50 participants (30%) studied between 5 and 10 hours a week and 8 participants (5%) spent more than 10 hours to study. Eight participants (5%) mentioned that they had taken the Writing 1

examination earlier. Among those who had previously taken the Writing 1 examination, six participants said that on one occasion they had failed in the Writing 1 examination and three said that they had failed in the Writing 1 examination more than twice.

#### **4.2.3 Summary of Information about Participants in the First Stage**

Of the 405 students who took the Writing 1 examination in Semester 2, 164 students (50 males and 114 females) returned the questionnaires (the rate of return was 40%). The majority of participants (70%) were under 31 years old and not married. Regarding the participants' previous education, most of them were high school graduates. Eighty-three per cent of the participants were in employment. Those who were in full time employment (67%) had long working hours per week. Most of the participants chose to study on the open university programme because it enabled them to do so while working. Affordable fees and the accreditation status of the open university were also factors in determining their choice.

In terms of selecting the Programme of Study, most of the participants wanted to be proficient in English and find a better job once they finished their studies. A high percentage of the participants mentioned that the Programme of Study met their expectations. Whilst distance learning was new to the majority of the participants, most of them had access to the internet through various means. The results also showed that most of the participants purchased the Writing 1 course material. However, they had limited time to study.

Another interesting result showed that some students had previously taken the Writing 1 examination and were thus retaking the examination. Data analysis also showed that some participants had already taken the Writing 2 course and they did not participate in the next stage of data collection.

### **4.3 Descriptive Data Analysis**

To do a comprehensive analysis, the Likert scale questionnaire items were grouped into 12 variables which were underpinned by the theories derived from the literature review: self-efficacy, self-determination skills, goal orientation, attributional styles, autonomy, self-regulated learning, learning styles for writing, learning strategies for writing, cognitive strategies for writing, metacognitive strategies for writing, locus of control and view on feedback. Each variable had a different number of items. The analysis focused on the patterns of response, number of responses and the mean score. A 5-point Likert scale of frequency, ranked from never to always, was used in most statements to measure the participants' attitude. In addition, a 5-point Likert scale of agreement, ranked from strongly disagree to strongly agree, was used to examine 13 items. The criteria for the measurement of mean score were: high ( $\geq 3.8$ ), moderate (2.4 to 3.7) and low (1 to 2.3).

#### **4.3.1 Self-Efficacy**

As shown in Table S1-1 in Appendix 4.1, the overall response in self-efficacy was very positive. The results showed that believing in controlling learning outcomes ( $M=4.44$ ), having a firm commitment to studying ( $M=4.33$ ) and having a high level

of innovation and skills to cope with problems ( $M=3.88$ ) had a high mean score. Meanwhile, believing to experience improvement in the writing skills had a moderate mean score ( $M=3.61$ ). The results suggest that the highly self-efficacious participants of the first stage were of the view that they controlled their achievement, had a firm commitment to studying and had high a level of innovation and skills to cope with problems. The response to the items of self-efficacy showed a different pattern.

#### **4.3.2 Self-Determination Skills**

As can be seen in Table S1-2 of Appendix 4.1, descriptive analysis showed that high self-determination skills were seen as: having an ability to take charge of learning ( $M=4.51$ ) and having a responsibility to be self-directed ( $M=3.84$ ). The high values of mean score could suggest that the participants who had self-determination skills were also those who had an ability to take charge of learning and had a responsibility to be self-directed. The patterns of response to both items of self-determination skills were different.

#### **4.3.3 Goal Orientation**

The participants' goal orientation was measured with two types of Likert scales: frequency (four statements) and agreement (one statement). The descriptive analysis of goal orientation showed that the most frequently used approaches that the participants adopted to learn writing were: setting the best performance standards ( $M=4.29$ ) and appreciating feedback or judgement from others ( $M=4.26$ ). Meanwhile, a high level of agreement with goal orientation was indicated by the participants

expecting to have feedback for improvement ( $M=4.54$ ). Yet, focusing on mastering the subjects ( $M=3.74$ ) and avoiding difficult tasks ( $M=2.68$ ) tended to be moderate. The results suggested that goal-oriented participants applied the following approaches to study writing: setting the best performance standards, appreciating feedback or judgement from others and expecting to have feedback for improvement. Again, patterns of response to items of goal orientation were not the same (see Table S1-3 in Appendix 4.1).

#### **4.3.4 Attributional Styles**

Attributional styles were measured with five point Likert scales of agreement. The results obtained from a descriptive analysis showed that a high level of agreement was indicated by attributing achievement to studying hard ( $M=4.63$ ). The other item of attributional styles, attributing failures to external factors (which in this case was the examination correctors/markers) showed a moderate level of agreement ( $M=3.50$ ). As demonstrated in Table S1-4 in Appendix 4.1, the results suggested that the participants in the first stage studied hard. In other words, they made an internal attribution for success. The patterns of response to the two items of attributional styles were different.

#### **4.3.5 Autonomy**

As can be seen in Table S1-5 in Appendix 4.1, descriptive analysis showed that the majority of the responses to the items of autonomy were moderate. This is true for: using the most suitable learning strategy ( $M=3.66$ ), having a responsibility for doing self-assignments ( $M=3.18$ ) and having an ability to do a self-diagnosis ( $M=3.54$ ).

Meanwhile, the most frequently reported autonomous initiative was having a responsibility for learning on their own ( $M=4.63$ ) followed by having an awareness of understanding the learning objectives ( $M=3.81$ ). The results suggested that regarding high autonomy, the participants had responsibility for learning on their own and had an awareness of understanding the learning objectives. The patterns of response to all items of autonomy were irregular.

#### 4.3.6 Self-Regulated Learning

Table S1-6 in Appendix 4.1 indicates that creating a good learning environment had the highest mean score ( $M=4.21$ ). Meanwhile, formulating a study plan ( $M=3.25$ ), assessing the study plan ( $M=3.52$ ) and contacting peers to pursue their goals ( $M=2.78$ ) had moderate mean scores. The item with the lowest mean score was the one regarding having help-seeking initiatives to pursue their goals ( $M=1.85$ ). Although help-seeking initiatives were relatively low, it can be argued that the participants principally showed a desire to be connected with peers and the lecturer/online tutor. This could be seen from the high demand for receiving feedback from the lecturer on the compositions they made. This was evident in the responses to the open-ended questions.

*When I practiced to make compositions, it was difficult to find someone to evaluate the compositions that I made. (X741)*

*I recommend that there are communication channels with the lecturer because distance learning students are demanded to study independently. If I have obstacles during the learning process, I can contact the lecturer directly (because I do not know the other students who register the same course). (X112)*

Meanwhile, limited time and limited information about the procedures to contact peers and lecturer affected help-seeking initiatives.



*The most difficult problem was when we encountered a problem we could not ask the lecturer easily. To ask other friends was also difficult because I did not have time to meet them. (X426)*

*I still do not have an idea how to consult with other friends or to have counselling with the lecturer or tutor. (X215)*

To conclude, the results suggested that highly self-regulated participants in the first stage were those who frequently created a good learning environment when learning writing. The patterns of response to items of self-regulated learning were different.

#### **4.3.7 Learning Styles for Writing**

It can be seen in Table S1-7 in Appendix 4.1 that the most frequent learning style that the participants adopted for learning writing was having the curiosity to explore more information (M=4.07). Meanwhile, visualising information (M=3.26) and feeling more comfortable absorbing verbal information (M=3.46) were less frequently used (as the mean score indicated a moderate level). The results suggested that having the curiosity to explore more information was the most frequently used learning style that the participants adopted to learn writing. Different patterns of response to the items of learning styles for writing were noticeable.

#### **4.3.8 Learning Strategies for Writing**

Examination of the data in Table S1-8 in Appendix 4.1 shows that rephrasing unknown words when writing (M=3.80) was the only item of learning strategies for writing which indicated high frequency. The responses to other items of learning strategies for writing tended to be moderate. Thus, seeking an opportunity to practice and master

writing skills (M=3.45), making drafts in English (M=3.45), making a draft of a composition in Indonesian prior to writing the English composition (M=2.97), utilising a dictionary to find words (M=3.13), utilising a dictionary to check spelling (M=3.38), utilising a grammar book to check grammatical mistakes (M=3.02), utilising software to proofread (M=2.52) and utilising Google Translate (M=2.57) were less frequent choices that were used as strategies for writing. In other words, among the learning strategies for writing, rephrasing unknown words when writing was the only strategy mostly employed by the participants to learn writing in the first stage. The patterns of response for learning strategies for writing were not similar.

#### **4.3.9 Cognitive Strategies for Writing**

Table S1-9 in Appendix 4.1 shows the results obtained from the descriptive analysis of cognitive strategies for writing. Rehearsing new knowledge to learn more successfully (M=4.03) was the only item of cognitive strategies for writing that was the most frequently used by the participants. Meanwhile, identifying subjects for repetition (M=3.54), writing a summary for each learning activity (M=3.66), organising new vocabulary items regularly to recall them easily (M=3.19) and duplicating patterns of sentences to improve learning (M=3.30) had moderate mean scores. The results suggested that the most preferable cognitive strategy to learn the Writing 1 course was rehearsing new knowledge to learn more successfully. Regarding the patterns of response, again, they were different.

#### **4.3.10 Metacognitive Strategies for Writing**

The most frequent metacognitive strategies for writing were: setting a target to improve learning (M=3.98), doing self-assessment to identify subjects they were still weak at (M=4.16), returning to the completed work to make necessary revisions (M=4.05), evaluating the learning strategies (M=4.07), evaluating achievement (M=3.90), resetting the learning plan (M=4.04) and resetting new goals (M=4.33). Following the course guidelines (M=3.61) was rated moderate.

The results suggested that metacognitive strategies for writing that the participants mostly applied to learn the Writing 1 course were: setting a target to achieve to improve learning, doing self-assessment to identify subjects they were still weak at, returning to the completed work to make necessary revisions, evaluating the learning strategies, evaluating achievement, resetting the learning plan and resetting new goals. The response to all items of metacognitive strategies for writing did not indicate similar patterns (see Table S1-10 in Appendix 4.1).

#### **4.3.11 Locus of Control**

The participants' locus of control was measured with two types of Likert scales: frequency (one statement) and agreement (one statement). Table S1-11 in Appendix 4.1 gives more detailed information about the response to the items of locus of control. The participants made the frequent assumption that the grades were indicative of their writing skills (M=4.24). A moderate level of agreement was indicated for taking the responsibility for learning (M=3.45). The results of a descriptive analysis of locus of

control suggested that participants in the first stage believed that the grades they obtained were indicative of their writing skills. The patterns of response to each item of locus of control were different.

#### **4.3.12 View on Feedback**

The participants' view on feedback was measured with a 5-point Likert scale of frequency. Table S1-12 in Appendix 4.1 gives summary details of how the participants viewed feedback. A moderate level of agreement was indicated by the opinion that feedback should be given by peers ( $M=3.58$ ). Most of the responses to the items of view on feedback were high. High levels of agreement on feedback were indicated by: appreciating feedback from a lecturer/online tutor ( $M=4.33$ ), having a preference to have formative feedback ( $M=4.45$ ) and expecting individual feedback ( $M=4.00$ ). It suggests that the participants appreciated feedback from a lecturer/online tutor, preferred to have formative feedback on the assignments and expected to have individual feedback. It is important to note that the following four items on feedback were related to the feedback provided in the Writing 1 course material. Thus, the participants who did not purchase the course material were excluded (44 participants) from the analysis. The results showed that the participants who purchased the Writing 1 course material indicated high levels of agreement with the four items: feedback on the course material is easy to understand ( $M=4.13$ ), feedback on the course material is useful to assess the compositions ( $M=4.27$ ), feedback on the course material meets expectations ( $M=3.95$ ) and feedback on the course material improves motivation ( $M=4.38$ ). The patterns of response to all items on feedback were not similar.

#### **4.3.13 Summary of Descriptive Analysis**

The descriptive analysis of each cluster revealed the participants' characteristics. The patterns of response to the items within a cluster were generally dissimilar. However, most of the responses were relatively positive. It can be seen that more than 50% of the items had a very high mean score ( $\geq 3.8$ ). Table 4.4 below shows the items of the variables that received most responses. High frequency and level of agreement with the items of each variable became the basis for determining the participants' characteristics.

**Table 4.4** The Characteristics of the First Stage Participants

<b>Variables</b>	<b>Implementations</b>
Self-efficacy	: – Believed to have control of achievement. – Had a firm commitment to studying. – Had high levels of innovation and skills to cope with problems.
Self-determination skills	: – Had an ability to take charge of learning. – Had a responsibility to be self-directed.
Goal orientation	: – Set the best performance standards. – Appreciated feedback or judgement from others. – Expected to have feedback for improvement.
Attributional styles	: – Attributed achievement to studying hard.
Autonomy	– Had responsibility for learning on their own. – Had an awareness of understanding the learning objectives.
Self-regulated learning	: – Created good learning environment.
Learning styles for writing	: – Had curiosity to explore more information.
Learning strategies for writing	: – Rephrased unknown words when writing.
Cognitive strategies for writing	: – Rehearsed new knowledge to learn more successfully.
Metacognitive strategies for writing	: – Set a target to improve learning.  – Did self-assessment to identify subjects they are still weak at. – Returned to the completed work to make necessary revisions. – Evaluated the strategy used to determine the strengths and weaknesses of the strategy. – Evaluated the achievement. – Reset the learning plan. – Reset the new goals.
Locus of control	: – Had positive thoughts that the grades were indicative of their writing skills.
View on feedback	: – Appreciated feedback from a lecturer/online tutor. – Preferred to have formative feedback. – Preferred to have individual feedback. – Agreed that feedback on the course material was easy to understand. – Agreed that feedback on the course material was useful to assess the compositions. – Agreed that feedback on the course material met the expectation. – Agreed that feedback on the course material improved motivation.

#### 4.4 Correlation Analysis

Correlation analysis aimed to investigate the variables that correlated with achievement. The analysis focused on the strength, the significance level and the direction of the correlation. The correlation strength (r-value) was categorised by five criteria: very strong (.70 or higher), strong (.40 to .69), moderate (.30 to .39), weak (.20 to .29) and very weak (.01 to .19).

##### 4.4.1 Demographic Information

Table S1-13 in Appendix 4.2 shows that the correlation between demographic features and achievement were very weak. Achievement did not correlate with gender ( $r=.005$ ,  $p=.947$ ), age ( $r=-.011$ ,  $p=.885$ ), marital status ( $r=.003$ ,  $p=.974$ ), previous education ( $r=-.112$ ,  $p=.152$ ), employment status, whether employed or not employed ( $r=.040$ ,  $p=.611$ ), employment type, whether full time or part time ( $r=-.073$ ,  $p=.391$ ), job relevance ( $r=.005$ ,  $p=.950$ ) or working hours ( $r=.013$ ,  $p=.880$ ). This shows that the participants' demographic data were not predictors of achievement in the Writing 1 examination.

Furthermore, achievement also did not correlate with internet access hours ( $r=-.070$ ,  $p=.374$ ), purchasing course material ( $r=.099$ ,  $p=.208$ ) and study hours ( $r=-.009$ ,  $p=.910$ ). In contrast, achievement had a significant correlation with having a failure experience in the same course ( $r=-.227$ ,  $p=.004$ ), because the correlation coefficients were significant, but the coefficient was negative. Negative coefficient means that the more the participants took the same course, the lower the grade they obtained. As the

correlation coefficient was significant, but the coefficient was negative, taking the same course led to achieving less well.

#### **4.4.2 Self-Efficacy**

As indicated in Table S1-14 in Appendix 4.2, the results suggested that believing to experience improvement in the writing skills ( $r=-.091$ ,  $p=.246$ ) and having a firm commitment to studying ( $r=-.135$ ,  $p=.084$ ) were not predictors of achievement, because the correlation coefficients were not significant. However, believing to have control of achievement ( $r=-.243$ ,  $p=.002$ ) and having high levels of innovation and skills to cope with problems ( $r=-.230$ ,  $p=.003$ ) were, as the correlation coefficients were significant, but the coefficients were negative. Negative correlation means that the more the participants believed to have control of achievement, the lower the grade they obtained. Similarly, the more the participants had an innovation to study, the lower the grade they obtained. In brief, although the correlation coefficients were significant, believing to have control of achievement and having high levels of innovation and skills to cope with problems led to achieving less well.

#### **4.4.3 Self-Determination Skills**

Table S1-15 in Appendix 4.2 shows that correlation of both items of self-determination skills was not strong. This indicates that having an ability to take charge of learning ( $r=-.254$ ,  $p=.049$ ) and having a responsibility to be self-directed ( $r=-.196$ ,  $p=.012$ ) were predictors of achievement, as the correlation coefficients were significant, but the coefficients were negative. Negative correlation indicated that the



more the participants had the ability to take charge of learning, the lower the grade they obtained. Similarly, the more the participants were more responsible for being self-directed, the lower the grade they obtained. Thus, having an ability to take charge of learning and having a responsibility for being self-directed did not lead to achievement.

#### **4.4.4 Goal Orientation**

The results from this analysis indicated no strong correlation between goal orientation and achievement (see Table S1-16 in Appendix 4.2). Focusing on mastering the subject ( $r=-.184$ ,  $p=.019$ ) was a predictor of achievement, because the correlation coefficient was significant, but the coefficient was negative. A negative coefficient means that the more the participants focused on mastering the subject, the lower the grade they achieved. Thus, focusing on mastering the subject led to achieving less well. However, setting the best performance standards ( $r=-.133$ ,  $p=.090$ ), appreciating feedback or judgement from others ( $r=.051$ ,  $p=.515$ ), avoiding difficult tasks ( $r=.021$ ,  $p=.786$ ) and expecting to have feedback for improvement ( $r=.025$ ,  $p=.748$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **4.4.5 Attributional Styles**

Table S1-17 in Appendix 4.2 shows that there was no significant correlation. Thus, attributing failure to examination correctors/markers ( $r=.090$ ,  $p=.253$ ) and attributing achievement to studying hard ( $r=-.012$ ,  $p=.880$ ) were not predictors of achievement because the correlation coefficients were not significant.

#### 4.4.6 Autonomy

The results showed some significant correlation between autonomy and achievement (see Table S1-18 in Appendix 4.2). The results suggested that using the most suitable learning strategy ( $r=-.178$ ,  $p=.023$ ), having responsibility for learning on their own ( $r=-.215$ ,  $p=.006$ ), having an awareness of understanding the learning objectives ( $r=-.213$ ,  $p=.006$ ) and having an ability to do a self-diagnosis ( $r=-.209$ ,  $p=.007$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficients were negative. A negative coefficient means that more the students used the most suitable learning strategy, the lower the grade they obtained. The same conditions also applied to the other three items. However, having a responsibility for doing self-assignment ( $r=-.096$ ,  $p=.219$ ) was not a predictor of achievement, because the correlation coefficient was not significant.

#### 4.4.7 Self-Regulated Learning

Table S1-19 in Appendix 4.2 shows that the correlation between self-regulated learning and achievement was very weak. The results suggested that formulating a study plan ( $r=-.169$ ,  $p=.030$ ) and assessing the study plan ( $r=-.174$ ,  $p=.026$ ) were predictors of achievement as the correlation coefficients were significant, but the coefficients were negative. Negative coefficient indicated that the more the participants formulated a study plan, the lower the grade they obtained. Similarly, the more the participants assessed the plan, the lower the grade they obtained. Thus, these items led to achieving less well. In contrast, creating a good learning environment ( $r=-.127$ ,  $p=.106$ ), having self-seeking initiatives to pursue their goals ( $r=-.098$ ,  $p=.213$ )

and contacting peers to pursue their goals ( $r=-.140$ ,  $p=.075$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **4.4.8 Learning Styles for Writing**

The results as shown in Table S1-20 in Appendix 4.2 indicated that no evidence of a strong correlation between learning styles of writing and achievement was found. The results suggested that visualising information ( $r=-.101$ ,  $p=.200$ ) was not a predictor of achievement, because the coefficient correlation was not significant. In contrast, having curiosity to explore more information ( $r=-.156$ ,  $p=.046$ ) and feeling more comfortable absorbing verbal information ( $r=-.277$ ,  $p=.000$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficients were negative. This suggests that the more the participants had the curiosity to explore more information, the lower the grade they obtained. At the same time, the more the participants felt more comfortable to receive verbal information, the lower the grade they obtained in the examination. In brief, having the curiosity to explore more information and feeling more comfortable absorbing verbal information did not lead to high achievement.

#### **4.4.9 Learning Strategies for Writing**

As seen in Table S1-21 in Appendix 4.2, a majority of the results indicated that the correlation between achievement and learning strategies for writing was not strong. Overall, the results suggested that making a draft in English ( $r=-.043$ ,  $p=.585$ ), rephrasing unknown words when writing ( $r=-.103$ ,  $p=.189$ ), utilising a dictionary to

find words ( $r=.040$ ,  $p=.612$ ), utilising a dictionary to check spelling ( $r=-.071$ ,  $p=.368$ ), utilising a grammar book to check grammatical mistakes ( $r=-.058$ ,  $p=.459$ ), utilising software to proofread ( $r=-.036$ ,  $p=.646$ ) and utilising Google Translate ( $r=.007$ ,  $p=.328$ ) were not predictors of achievement, because the correlation coefficients were not significant. However, seeking an opportunity to practice and master writing skills ( $r=-.283$ ,  $p=.000$ ) and making a draft of a composition in Indonesian prior to writing the English composition ( $r=.203$ ,  $p=.009$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficient was negative. This means that the more the participants sought an opportunity to practice and master writing skills, the lower the grade they obtained. Thus, seeking an opportunity to practice and master writing skills led to achieving less well. In contrast, the correlation coefficient of making a draft of a composition in Indonesian prior to writing the English composition was significant and positive. It suggests that the more often the participants made drafts in Indonesian, the higher the grade they obtained. So, making a draft of a composition in Indonesian prior to writing the English composition lead to achieving well.

#### **4.4.10 Cognitive Strategies for Writing**

Results indicated no strong correlation between the items of cognitive strategies and achievement (see Table S1-22 in Appendix 4.2). The results suggested that organising new vocabulary items regularly to recall them easily ( $r=-.082$ ,  $p=.297$ ) and duplicating patterns of sentences to improve learning ( $r=-.019$ ,  $p=.813$ ) were not predictors of achievement, because the correlation coefficients were not significant. However, identifying subjects for repetition ( $r=-.228$ ,  $p=.003$ ), writing a summary for each

learning activity ( $r=-.168$ ,  $p=.031$ ) and rehearsing new knowledge to learn more successfully ( $r=-.173$ ,  $p=.026$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficients were negative. It suggests that the more subjects the participants identified for repetition, the lower the grade they obtained. The same condition applied to the other two items; writing a summary for each learning activity and rehearsing new knowledge to learn more successfully. Accordingly, identifying subjects for repetition, writing a summary for each learning activity and rehearsing new knowledge to learn more successfully did not lead to achievement.

#### **4.4.11 Metacognitive Strategies for Writing**

Table S1-23 in Appendix 4.2 indicates that there was no strong correlation between metacognitive strategies for writing achievement. The results suggested that setting a target to achieve in order to improve learning ( $r=-.148$ ,  $p=.059$ ), evaluating learning schedule ( $r=-.001$ ,  $p=.987$ ), evaluating the achievement ( $r=-.007$ ,  $p=.934$ ), resetting the learning plan ( $r=-.007$ ,  $p=.928$ ) and resetting the new goals ( $r=-.001$ ,  $p=.985$ ) were not predictors of achievement, as the correlation coefficients were not significant. However, following the course guidelines ( $r=-.216$ ,  $p=.005$ ), doing self-assessment to identify subjects they are still weak at ( $r=-.231$ ,  $p=.003$ ) and returning to the completed work to make necessary revisions ( $r=-.163$ ,  $p=.037$ ) were predictors of achievement, because the coefficient correlations were significant, but the coefficients were negative. Negative correlation means, for example, the more the participants followed the course guidelines, the lower the grade they obtained. Thus, following the course

guidelines, doing self-assessment to identify subjects they are still weak at and returning to the completed work to make necessary revisions led to less achievement.

#### **4.4.12 Locus of Control**

Data in Table S1-24 in Appendix 4.2 indicate that no strong correlation was found between the items of locus of control and achievement. The results suggested that having positive thoughts about the grades were indicative of their writing skills ( $r = -.087$ ,  $p = .296$ ) was not a predictor of achievement, as the correlation coefficient was not significant. However, taking responsibility for learning ( $r = -.192$ ,  $p = .014$ ) were a predictor of achievement, because the correlation coefficient was significant, but the coefficient was negative. Negative correlation suggested that the more responsibility the participants took for learning, the lower the grade they obtain. Accordingly, taking responsibility for learning led to achieving less well.

#### **4.4.13 View on Feedback**

Correlation analysis was divided into two parts. The first part involved all participants and the second part focused on those who purchased the Writing 1 course material because the items concerned the feedback provided in the course material (see Table S1-25 in Appendix 4.2). Overall, the results suggested that appreciating feedback from a lecturer/online tutor ( $r = .069$ ,  $p = .382$ ), having a preference to have formative feedback ( $r = .041$ ,  $p = .604$ ), appreciating feedback from peers ( $r = .039$ ,  $p = .621$ ), appreciating individual feedback ( $r = -.051$ ,  $p = .516$ ) and having a preference to have

rating feedback ( $r=.037$ ,  $p=.635$ ) were not predictors of achievement, because the correlation coefficients were not significant.

Similarly, the analysis did not find a correlation between the feedback provided on the course material and achievement. In short, the feedback on the course material was easy to understand ( $r=-.014$ ,  $p=.882$ ), the feedback on the course material was useful to assess the compositions ( $r=-.027$ ,  $p=.770$ ), the feedback on the course material met the expectations ( $r=-.096$ ,  $p=.295$ ) and the feedback on the course material improved motivation ( $r=-.090$ ,  $p=.326$ ) were not predictors of achievement of participants who purchased the Writing 1 course material, because the correlation coefficients were not significant.

#### **4.4.14 Normality Test**

To investigate the distribution of the responses to the variables measured with scales (59 items), the Chi-square test was run to conduct a normality test based on the following criteria:

- If Kolmogorov-Smirnoff tests indicated Significance  $>.05$ , the data are distributed normally;
- If Kolmogorov-Smirnoff tests indicated Significance  $<.05$ , the data are not distributed normally.

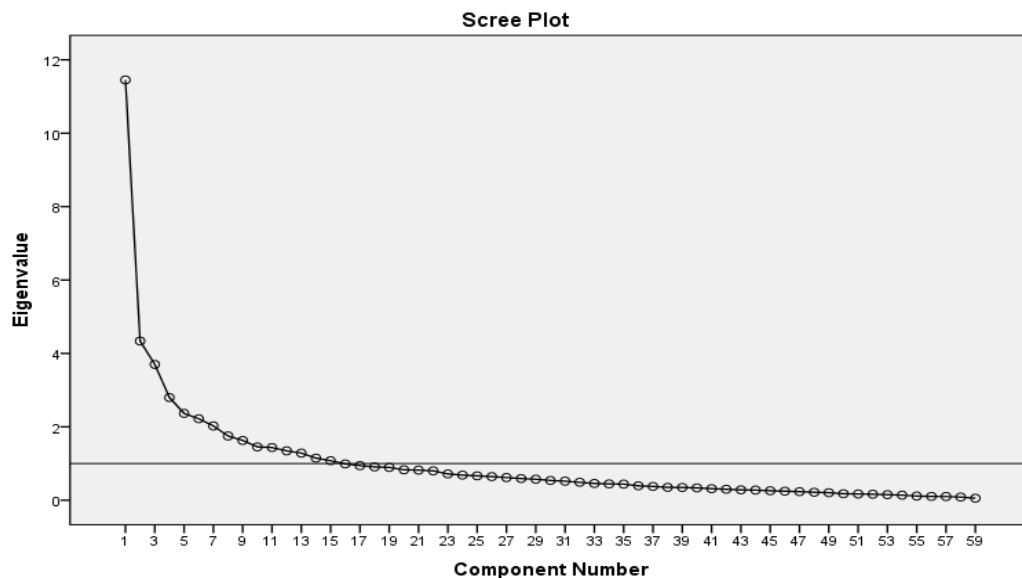
As can be seen in Appendix 4.3, the test results showed that the significance level of all items was  $<.05$ . This meant that the data were not distributed normally. To understand the internal relationship among the items, factor analysis was conducted.

In addition, factor analysis was expected to indicate the items that could be omitted in the following questionnaire. A principal component analysis was employed to analyse the validity of the data. The results showed that the Kaiser-Meyer-Olkin (KMO) was .774 and Bartlett's significance was .000. The KMO and Bartlett's test was high. Thus, the data set was appropriate for factor analysis. Table 4.5 below shows the KMO and Bartlett's test results.

**Table 4.5** KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.774
Bartlett's Test of Sphericity	Approx. Chi-Square	5097.858
	df	1711
	Sig.	0.000

As can be seen in Figure 4.1 below, 15 components with an eigenvalue greater than 1.0 were established from the factor analysis.



**Figure 4.1** Scree Plot of all Items



The results collected from the validity test with a rotating component matrix can be seen in Appendix 4.4. The data showed that all questionnaire items were appropriate with the exception of questionnaire items 21b and 21ah, because the factor loadings of both items were  $\leq .40$  (Hair, Black, Babin, & Anderson, 2010).

#### **4.4.15 Summary of Correlation Analysis and Normality Test**

Correlation analysis between achievement and 59 questionnaire items showed that significant effects were found in 23 items. Most surprising about the correlations were 22 significant correlations indicating counterintuitive connections. The counterintuitive findings may happen due to various reasons. One main reason could be that the students were new to distance learning systems that require them to study independently. However, these findings were to triangulate with the findings from the open-ended questions and interviews with students, tutors and lectures. The results of the counterintuitive findings were discussed in the Discussion Chapter.

Table 4.6 summarises the 23 questionnaire items that were predictors of student achievement.

**Table 4.6** Correlation Analysis Results

<b>Variables</b>	<b>Items</b>	<b>Strength</b>	<b>Direction</b>
Demographic	- Failure experience.	Weak	Negative
Self-efficacy	- Believe to have control of achievement.	Weak	Negative
	- Have high levels of innovation and skills to cope with problems.	Weak	Negative
Self-determination skills	- Have an ability to take charge of learning.	Very weak	Negative
	- Have a responsibility to be self-directed.	Very weak	Negative
Goal orientation	- Focus on mastering the subjects	Very weak	Negative
Autonomy	- Use the most suitable learning strategy.	Very weak	Negative
	- Have responsibility for learning on their own.	Weak	Negative
	- Have an awareness of understanding the learning objectives.	Weak	Negative
	- Have an ability to do a self-diagnosis.	Weak	Negative
Self-regulate learning	- Formulate a study plan.	Very weak	Negative
	- Assess the study plan.	Very weak	Negative
Learning styles for writing	- Have curiosity to explore more information.	Very weak	Negative
	- Feel more comfortable absorbing verbal information.	Weak	Negative
Learning strategies for writing	- Seek an opportunity to practice and master writing skills.	Weak	Negative
	- Make a draft of a composition in Indonesian prior to writing the English composition.	Weak	Positive
Cognitive strategies for writing	- Identify subjects for repetition.	Weak	Negative
	- Write a summary for each learning activity.	Very weak	Negative
	- Rehearse new knowledge to learn more successfully.	Very weak	Negative
Metacognitive strategies for writing	- Follow the course guidelines.	Weak	Negative
	- Do self-assessment to identify subjects they are still weak at.	Weak	Negative
	- Return to the completed work to make necessary revisions.	Very weak	Negative
Locus of control	- Take responsibility for learning.	Very weak	Negative

Normality test suggested that the responses to the questionnaire items were not distributed normally. The majority of the responses were negative.

#### **4.5 Non-Continuing Participants**

Of the 164 participants, seven participants mentioned that they did not intend to register for the Writing 2 course, because of three reasons: taking the Writing 2 course in previous semesters, taking a study break and resigning from the programme.

Five participants said that they had taken the Writing 2 course before or simultaneously with the Writing 1 course. This happened due to a flexible registration system that enabled the students to register for any courses based upon their own schedule. One participant had decided to take a study break. The other participant resigned after having failed the exam.

Leaving out the seven participants, there should have been 157 participants who continued to register for the Writing 2 course. In practice, however, the data from the university showed only 97 participants who registered for the Writing 2 course in following semester. This means that 60 participants did not register for the Writing 2 course, even though in the questionnaires they mentioned that they intended to do so. They were classed as non-continuing participants because they did not participate in the following data collection. It was important to explore the reasons behind them not continuing their studies at this point in time. Further questions were therefore sent to the 60 non-continuing participants. The question was “Why did you not carry on taking the Writing 2 course directly after you had taken the Writing 1 course? Please give reasons”. Nineteen participants (32%) replied and submitted their answers. To increase the rate of response, a reminding email was sent to each participant. There might be a correlation between the low rate of response and the students rarely

checking their email. The reasons for not continuing taking the Writing 2 course were grouped into two categories: nonlinear progressing students and resigning students.

#### **4.5.1 Nonlinear Progressing Participants**

Ten participants took the Writing 2 course simultaneously with the Writing 1 course in the same semester. Seven participants were considering not registering for the Writing 2 course in the following semester for various reasons, including making adjustment to their personal activities. In fact, these seven participants did continue their studies. However, instead of registering for the Writing 2 course, they registered for other courses.

*I did not register for the Writing 2 course in the following semester because the examination timetable for the Writing 2 did not suit me. Every semester I always check the examination timetable of each course that I want to register. I only register the courses which the examination timetable is between 7 and 12 o'clock because I have a 19-month-old baby and I do not want to leave her too long. (X273)*

*Instead of registering for the Writing 2 course, I registered Structure 1 and 2 courses because I think that the two courses will help me improve the quality of my writing. (X764)*

#### **4.5.2 Dropping out Participants**

Two participants decided to resign completely from the Programme of Study. A reason given by one of the participants is as follows:

*.... I planned to resign from the X (name of the university). I used to study in diploma three at the animal breeding department (of a conventional university). I wanted to study the same program at X (name of the university). Unfortunately, the programme was not available. So, I decided to take the English programme. As a matter of fact, my ability (in English) was poor and I did not have much time to study because of my job. (X364)*

Reasons for early resignation given by the participants were relevant to the discussion about learning barriers faced by the students and also the argument raised by the lecturer when discussing the basic skills necessary for the students enrolling in the Programme of Study. It appears that being a full time employee with long working hours and possessing minimum English skills became barriers to enrolling on a distance English writing course.

#### **4.5.3 Summary of the Non-Continuing Participants**

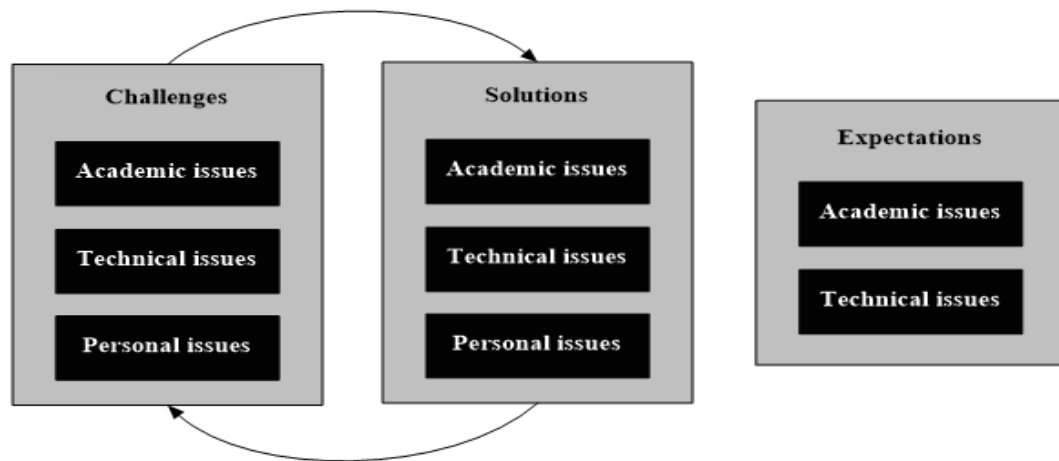
The analysis of the responses submitted by the non-continuing participants classified non-continuing participants into two categories: nonlinear progressing participants and resigning participants.

Nonlinear progressing participants were those who took the Writing 1 and Writing 2 courses in the same semester or those who remained in the Programme of Study, but registered for other courses instead of the Writing 2 course. Nonlinear progressing participant numbers were small.

Dropping out participants were those who decided to resign from the Programme of Study permanently. Two participants were grouped into this category. Limited English skills and the failure to achieve a pass in the examination were factors that led the participants to resign.

## 4.6 Analysis of Responses to Open-Ended Questions

The self-report questions for the survey asked what challenges the participants faced during the Writing 1 course and how they coped with them. The answers submitted were analysed and the identifiable data were shifted into two main themes: the challenges and the solutions. The analysis generated the participants' concern about their expectations to have a better learning process. The following figure illustrates the themes generated from the analysis of the responses to the open-ended questions.



**Figure 4.2** Themes Related to Challenges, Solutions and Expectations

### 4.6.1 Challenges

The challenges consisted of three issues: academic, technical and personal issues. Academic issues consisted of: absence of feedback, having difficulty in applying theoretical lessons, having difficulty in selecting writing styles, having difficulty in forecasting the examination materials, having difficulty in making translations, poor vocabulary, having difficulty in understanding the English grammar and having difficulty in writing based on specific instructions.

Technical issues consisted of: absence of communication with online tutor, absence of face-to-face tutorials, having difficulty in purchasing the course material, limited opportunities to practice speaking and listening skills, limited examination time, new to Information and Communication Technology (ICT) and poor quality course material.

Meanwhile, personal issues consisted of: having difficulty in becoming independent students, having difficulty in becoming resourceful, having difficulty in building self-discipline, having difficulty in building and maintaining high motivation, feeling alone and isolated, limited time to study, slow learning, lack of motivation and uninterested in making compositions.

#### **4.6.1.1 Academic Issues**

Eight themes that related to academic issues were identified: absence of feedback, having difficulty in applying theoretical lessons, having difficulty in dealing with writing styles, having difficulty in forecasting the examination materials, having difficulty in making translations, poor vocabulary, having difficulty in understanding the grammar and having difficulty in writing compositions based on specific instructions. Among these themes, three received greater attention from the participants: having difficulty in understanding the grammar, poor vocabulary and absence of feedback. The other themes were highlighted by less than five participants.

## Understanding the English Grammar

Understanding the English grammar received the utmost attention. Forty participants said that understanding the grammar was challenging. Comments from the participants that related to understanding the grammar were:

*The most challenging experience was making grammatically correct compositions in the English language, such as using appropriate tenses. (X747)*

*For me, making composition was the most difficult (task)... sometimes I am confused how to make correct sentences. (X975)*

## Poor English Vocabulary

Thirty-three participants disclosed that lack of vocabulary prevented them from developing good compositions.

*When writing or making compositions, the problems I encountered were poor vocabulary words and minimal understanding of how to make a good composition. In addition, I could not use my imagination to develop a story. These made my compositions unclear. (X137)*

*The most difficult situation was when I was writing a composition, I failed to find the most suitable words (to express my ideas). I had to find other expressions or phrases which had a similar meaning to the words that I wanted to use. (X467)*

## Absence of Feedback

Twenty-four participants raised themes related to the absence of feedback. Absence of feedback from other people, especially the lecturer and online tutor, made the participants lose confidence in the compositions they made.



*I could write a composition in the English language based on the structure I had learnt. However, sometimes I am not sure if the composition that I write has followed the grammatical rules. (X797)*

*(The challenge was) the absence of feedback on the writing exercises that I did. If I had got feedback, I would have been able to find the strengths and the weaknesses of the compositions that I made. I expected to get feedback to improve or show the mistakes (that I made). (X964)*

#### **4.6.1.2 Technical Issues**

Challenges related to technical issues were more complex. Seven themes were identified from the answers the participants submitted: absence of communication with tutors, absence of face-to-face tutorial sessions, impractical methods of purchasing the course material, limited opportunities to practice speaking and listening skills, limited examination time, novelty of modern technology and poor quality of course material. Although the number of comments related to each theme was not more than three, they should not be undervalued.

*I cannot ask the lecturer directly and I cannot have a discussion with other students who register the same courses. (X295)*

*I do not know much how to use the laptop. (X089)*

*The most difficult thing is to compare my answers with the answer keys in the course material because some are not clear or typos. (X027)*

#### **4.6.1.3 Personal Issues**

Nine themes relating to personal issues were identified: being independent students, being resourceful, building self-discipline, feeling alone and isolated, limited time to study, slow learning, unmotivated and uninterested in making compositions. Among

the nine themes, two themes received more attention from the participants: limited time to study and feeling alone and isolated.

### **Limited Time to Study**

Twenty-four participants mentioned that they had limited time to study due to family and employment responsibilities. Comments related to limited time include:

*The most difficult or challenging experience was I spent most my time for doing my work as if I did not have time to learn English writing skills. (X537)*

*It was difficult for me to balance the time to study and to work because my job took almost my time. (X529)*

### **Feeling Alone and Isolated**

Twenty-three participants disclosed the experience of feeling alone and isolated during learning English writing in the distance learning context. They were separated from peers and the lecturer/online tutor. Comments that represent this theme were:

*Nobody monitored and guided me when I needed them. So, when there was a word or (new) vocabulary that I did not know the meaning, I did not know where to ask for help. Sometimes browsing the internet or using Google Translate was confusing because the grammatical constructions were chaotic and confusing. (X175)*

*I did not know whom I should ask if I could not understand the topic I learnt. (X098)*

#### **4.6.1.4 Summary of the Challenges Faced by Students**

The analysis explored more specific information about the challenges that the participants faced during learning the Writing 1 course. The findings showed that the

challenges were associated with three issues: academic, technical and personal. In terms of academic issues, eight more specific issues were identified. Among the issues, understanding the English grammar, poor English vocabulary and absence of feedback were considered the most prominent challenges. The challenges related to technical issues were more diverse. A closer examination of the challenges related to personal issues revealed that two issues received considerable attention from the participants. Limited time to study due to family/employment matters and feeling separated from peers as well as the lecturer/online tutor were two major personal issues.

#### **4.6.2 Solutions**

The participants were able to identify solutions for the challenges they faced. As in the case of the challenges, the solutions contained three broad issues: solutions for academic issues, solutions for technical issues and solution for personal issues. Solutions for academic issues included: watching English programmes, relearning the subjects, reading English texts, doing more practice to write, speak and listen, making sentences with new words, making translations, making a draft of composition, learning from other people's compositions, adding vocabulary and learning the grammar.

Solutions for technical issues included: looking for other learning resources, looking for support, optimising the time, purchasing the course material, joining online tutorials, using Google Translate, accessing the internet, forming a study group, making contacts with other people and using a dictionary while writing.

Solutions for personal issues included: giving full commitment, making a learning schedule, building and maintaining high motivation, and creating and evaluating the most appropriate learning strategies.

#### **4.6.2.1 Academic Issues**

Ten themes related to the solutions for coping with the academic challenges were identified: adding vocabulary, learning the English the grammar, learning from other people's compositions, making translations, making drafts, making sentences with new words, more practice in writing, speaking and listening skills, relearning the topics, reading English texts and watching English programmes. Among the themes, the following four initiatives received greater attention from the participants.

#### **Reading English Texts**

Eighteen participants acknowledged that by reading English texts enabled them to improve their writing skills. Two excerpts from the answers supplied by the participants were:

*I also often read English literatures to help me improve my English writing skills because (I believed that) those who were able to write were those who constantly read. (X499)*

*I read (English) novels or newspapers to polish my writing techniques and to enrich my vocabulary. (X089)*

### **Adding Vocabulary**

Seven participants said that they needed to enrich their vocabulary to write well by reading English books or any text written in English and adding new vocabulary regularly. The following excerpts represent the methods the participants used to enrich their English vocabulary.

*I read English books or newspapers to enrich my vocabulary and to improve my grammar and I think this practice worked. (X652)*

*I pronounced (new words) and wrote (new words) regularly. (X187)*

### **Learning the English Grammar**

Seven participants mentioned that they needed to learn the grammar to help them write English correctly. Typical comments given are as follows:

*... (I) needed to learn more the grammar so that (I) knew the correct sentence structures. (X545)*

*I preferred to learn the grammar from books. (X843)*

### **Doing More Practice to Write**

Six participants suggested that having more practice to write enabled them to improve their writing skills. Two excerpts given by the participants were:

*To overcome the problem that I faced was practice, practice and practice (to write). (X326)*

*After sometimes, I continuously practiced to make compositions correctly, I think that there was a little improvement. (X418)*

#### 4.6.2.2 Technical Issues

Technical issues are related to the technical initiatives the participants took to cope with the challenges. Eleven themes related to technical issues were identified: accessing the internet, seeking support, optimizing time, purchasing the course material, joining online tutorials, accessing online forums, using Google Translate, finding other learning sources, forming a study group, making contacts with other people, and using a dictionary. However, four major themes received the utmost attention from the participants: making contacts with other people, finding other learning sources, forming a study group and accessing the internet.

#### Making Contacts with Other People

Twenty-two participants said they made contacts with other people to overcome the challenges they faced during learning the Writing 1 course. The participants contacted other people, including peers, the lecturer, acquaintances and employers.

*I always asked my employer to examine the compositions that I made. (X577)*

*To cope with the difficulty, I shared the problems I had with other students who took the same course. (So that) I could share and explain the compositions I wrote. (X586)*

#### Finding other Learning Sources

Nine participants sought other learning sources (either printed or non-printed materials) to cope with the absence of course material or to enrich their understanding of the topic they studied. Two of the comments related to this theme were:

*I tried to find other learning sources. One thing that I often did was utilizing the internet to learn. (X103)*

*I learnt from different learning sources (that I purchased from) the bookstores if available in my place or I accessed the internet. (X147)*

### **Forming a Study Group**

Seven participants said that they formed a study group to overcome the problems they had during the learning process. Two comments that represent all answers are as follows:

*I studied with a group of students and we asked the cleverer students to share their knowledge with us. (X756)*

*... joined a study group. (I) tried to discuss (a topic) and help (other students). Having friends who always remind you of unaccomplished works means that you still have friends who still care of you. Do not waste (this chance). (X364)*

### **Accessing the Internet**

Six participants said that they accessed the internet as a solution to the challenges they faced during learning the Writing 1 course.

*I used learning facilities available on the internet. (X295)*

*I watched tutorials on YouTube. (X132)*

### **4.6.2.3 Personal Issues**

To cope with personal issues, the participants identified four main procedures: giving full commitment, making a learning schedule, building and maintaining motivation, and creating and evaluating the most appropriate learning strategies. Among the procedures, building and maintaining motivation drew the utmost attention from the

participants. Six participants said that maintaining the motivation to study was a solution to the challenges they faced during the learning process.

*To overcome the challenges, we must have strong motivation so that we can follow the learning schedule that we made. (X903)*

*We have to motivate ourselves and evaluate our learning strategy. (X488)*

#### **4.6.2.4 Summary of the Solutions Taken by Students**

Three types of solutions were identified from the analysis. It was important to note that the participants who faced challenges were able to identify solutions. These included solutions to cope with academic issues, technical issues and personal issues. The dominant four solutions to cope with academic issues were reading English texts, improving the vocabulary repertoire, learning the grammar and doing more practice in writing. The four major solutions for technical issues were making contacts with other people, finding other learning sources, forming a study group and accessing the internet. Meanwhile, maintaining the motivation to study as a solution received the greatest attention from the participants.

#### **4.6.3 Expectations**

Expectations of having a better learning process was an emerging theme. The expectations covered two broad issues: academic and technical issues. Academic issues included: having face-to-face tutorials, receiving feedback from the lecturer/online tutor, having more assignments in the course material, more examples in the course material, more grammar explanation in the course material, more online tutorial sessions and having list of new vocabulary in the course material.



Technical issues included: having more communication access with the lecturer, having more access to the university website, having student groups and having multimedia learning packages.

#### **4.6.3.1 Academic Issues**

Seven themes related to academic issues were identified: face-to-face tutorials, feedback from the lecturer/online tutor, more assignments on the course material, more examples on the course material, more grammar explanations on the course material, more online tutorial sessions and supplementary new vocabulary lists. Feedback from the lecturer/online tutor and face-to-face tutorial sessions received great attention from the participants.

#### **Feedback**

Ten participants articulated their expectation to have feedback on the compositions they made from the lecturer or online tutor. It could be argued that the expectation to have feedback was a response to the absence of feedback during the learning process.

Excerpts from the answers given by the participants were as follows:

*It will be very helpful if there is a means of communication that I can send my works and receive direct feedback. (X471)*

*I hope that the lecturer gives feedback on the assignments that the students do in the form of showing the mistakes and making corrections so that they will know their strengths and weaknesses. These will improve their achievement. (X779)*

### Face-to-Face Tutorials

Six participants expected to have face-to-face tutorials as an additional learning process for the Writing 1 course.

*My suggestion is it is necessary to have face-to-face tutorials for all writing courses. (X315)*

*I think that it will be better if there is an offline meeting with the lecturer, but the schedule should be adjusted to suit the availability of the working students. (X706)*

#### 4.6.3.2 Technical Issues

Four issues regarding technical issues were identified: forming a student association, multimedia learning package, various access to the university website and communication with the lecturer. Among the issues, however, the expectation to have communication with the lecturer became the participants' concern. Thirteen participants expected to have direct communication with the lecturer.

*I hope that the lecturer provides communication access for the students because the distance learning system requires the students to learn independently. If we have a problem during the learning process, we can contact them directly. (X112)*

*(I hope that) I can communicate directly with the lecturer by sending him/her my compositions and I can see the results immediately. By this, I hope that I will be able to understand a topic better. (X102)*

#### 4.6.3.3 Summary of the Expectations

Issues related to expectations emerged from the analysis of responses to the open-ended question in the in self-reflection section. Six expectations were identified: expectations to have face-to-face tutorials, feedback from the lecturer/online tutor,

more assignments on the course material, more examples on the course material, more grammar explanations on the course material, more online tutorial sessions and supplementary new vocabulary lists. Expectations to have face-to-face tutorials and feedback from the lecturer/online tutor received more attention from the participants.

#### **4.7 Interview Data Analysis**

The interviews involved students who completed the questionnaire, the Writing 1 course lecturer and the Writing 1 online tutor. It was hoped that the analysis would benefit from the triangulation of three different key participants involved in the course: students, lecturer and online tutor. The interviews with the students aimed to explore more deeply their view regarding distance language learning and identify factors that promoted achievement. The interview with the lecturer aimed to explore more in depth information about the role of the lecturer in the learning process and the relationship with the students. The interview with the 1 online tutor aimed to explore more in depth information about the online tutorial process and how the online tutorial contributed to the student achievement.

##### **4.7.1 Interviews with the Students**

In order to distinguish between the interviewees (the students, lecturer and online tutor), the students who participated in the interviews are called students throughout the interview data analysis. The students consisted of two males and eight females (N=10). At the time of the interview eight interviewees were employed and two were not. Six of the students registered for the Writing 1 online tutorial and the other four

participants did not. Nine students mentioned that they used the Writing 1 course material to study, but one student did not, instead, the student looked for other similar learning sources on the internet.

*I logged on to the university website. There was a link to do the online exercises. I read carefully the questions. I did the exercises such as writing a personal letter, writing a personal experience... (X203)*

After analysing and coding the interview transcripts, the codes were classified into seven main themes: motivation to study, learning strategies, learning barriers, online tutorial engagement, view on feedback on the course material, self-evaluation and student-lecturer/tutor communication. The themes reflected the way the students studied the Writing 1 course and also the factors affecting their learning process.

#### **4.7.1.1 Motivation to Study**

Comments relating to motivation occurred most frequently during the interviews with the students. After all comments which referred to matters of motivation had been collated, they were categorised based upon operational characteristics: stimulant or depressant. Each of these categories consisted of two other sub-categories: intrinsic and extrinsic.

##### **Intrinsic Stimulants**

Intrinsic stimulants were: age, good mood, curiosity, positive spirit and aspiration. Age was a source of the intrinsic stimulant that had a motivating effect on the passion to study. A comment regarding the age as an intrinsic stimulant was:

*I want to prove (to my daughter) that despite my age ... (is not young anymore) ... learning is not restricted by age. I want to show her 'Look at your mother! Although I am not young anymore, I still have spirit to study. I still want to keep on studying'. (X096)*

Other students reported that mood, curiosity, positive spirit and fulfilling aspiration were stimulants. The comments regarding intrinsic stimulants were:

*If I am in a good mood, I will study (Writing I course). (I study) just if I want to study. (X793)*

*I study because I want to get good grades. On the other side, I also want to learn something new. (X203)*

*Studying is very important. I am not young anymore. But in my heart, I have the spirit to study. (X797)*

*(I study) because this is my past aspiration, fifteen years ago when I was in high school (I wanted to study in a university). (X096)*

### **Extrinsic Stimulants**

Meanwhile, extrinsic stimulants consisted of employment support, family support, peers and partners' influence, learning atmosphere, avoidance of losing face, obtaining a degree, obtaining a good grade and needing employment.

*I often use English in my workplace. So, this supports me to study independently. (X146)*

*I study because I want to make my parents proud of me... My sibling also motivates me to study. She teaches me all about writing. (X793)*

*My motivation is, first, because my boyfriend is a foreigner. So, my motivation is that I have to learn English. (X203)*

*(If) I study in a comfortable place, I can study all day. (X793)*

*I enrolled on X (name of the university) because of my employer..... He always says 'You must study!' ... I will be ashamed if I get bad grades. I will be ashamed because my employer has supported me so much, he has given me an opportunity to study. (X464)*

*At the moment, I am also a student of X (name of a conventional university). I want to get another degree so that I will have two credit points... (X203)*

*I always want to obtain the best grades for all topics that I take. (X797)*

*I have once applied for an online translator, but I failed, I was not accepted. (This is because) First, I do not have a degree. Second, I do not have any experience. (X589)*

### **Intrinsic Depressants**

Intrinsic depressants consisted of age and lack of confidence. Age acted both as a stimulant and a depressant. On the one hand, as mentioned earlier, age motivated some students to study. On the other hand, age also demotivated students to study. A comment regarding age and lack of confidence was:

*I see that other students who enrolled X (name of a Programme of Study of the university) are still young. Sometimes I feel unconfident (because I am not young anymore). (X464)*

### **Extrinsic Depressants**

Extrinsic depressants consisted of employment, feelings of isolation from other students and absence of feedback. The students who were in full-time employment said that the employment conditions prevented them from studying.

*How do I motivate others? ... A hurdle I faced may be because of my job. (X096)*

The results showed that the employment status acted both as a stimulant and depressant. Limited opportunities to meet other students physically from the same Programme of Study seem to have affected their motivation to study.

*I hardly ever met friends or other people who have similar interests with me in the field of... other students from the same Programme of Study. (X589)*

Absence of feedback was also raised by the students as a demotivating factor. A comment relating to the absence of feedback was:

*I sometimes feel bored. (Because) I did not get feedback (for the compositions I made) (X797)*

#### **4.7.1.2 Learning Strategies**

The theme of learning strategies highlighted the methods the students used to study the Writing 1 course. Three main sub-themes in learning strategies were identified: learning approach, allocation of study time and practical strategy. These themes were framed by the interview questions. The use of technology was an emerging theme, which was identified from the analysis.

##### **Learning Approach**

The analysis showed that the students studied the course under difficult circumstances. This was mostly because of their employment status. Six students said that they worked more than 40 hours a week, three of them said that their working hours were more than 60 hours a week. Long working hours conflicted with the opportunity to study the course material. To cope with such conditions, they sought ways to utilise the available time they had to study.

*Because, I tell you, my job is very special. It is very special because I look after a senior person, an old person. So, in the morning I take her to the park... the thing we always do. I bring the course material with me. If I have a chance, I read it. But she sometimes asks me to massage her or do anything else. So, it is hard for me to read it, but I bring it with me. I put it under the wheelchair. Therefore, the book is still in a good condition. (X096)*

The Writing 1 course requires the students to write as a practice to improve their writing skills. Employment and personal commitment, however, affected the learning approaches in developing their writing skills. Consequently, seven students focused on reading the course material. When doing the exercises, five students preferred multiple choice exercises.

*I only read the first chapters of Module 1, Module 2 ... I did not read much. (X837)*

*(I did only) the multiple choice exercises. Doing the writing exercises? I studied more how to make compositions, to be honest, just before the examination or when there were assignments. (X797)*

Six students developed help-seeking initiatives to expand their understanding of a certain topic or to improve their writing skills. This was demonstrated when they raised the issue of learning with peers and with other people, and learning from media, including music and films.

*My friend from another university was willing to help me study. I learnt (writing) together with her. (X786)*

*I also joined the online writers group. They usually give me advice. They helped me with that kind of advice. (X589)*

*... My hobbies were listening to music and watching films, especially English films. I read the subtitles (of films) and read the lyrics (of songs). (X143)*



### **Allocation of Study Time**

Allocation of study time was also discussed during the interviews with the students.

Both employed students and students not in employment allocated time for learning by various methods.

*I ... only spent several minutes to study because if I study seriously in a certain time period, I cannot... I am not used to studying like that. So, I spent between 10 and 15 minutes a day to study (Writing 1 course). (X837)*

*I only studied (Writing 1 course) a day before the examination day and focused on the topics that might appear in the examination. (X203)*

Information about the allocation of study time obtained from the interviews with the students was consistent with the result in the quantitative data analysis, which indicated that most of the students studied the Writing 1 course for less than 5 hours per week.

### **Practical Strategy**

Information about the methods that the students used to develop their writing skills was identified. To cope with the limited time to study, five students applied methods that suited their circumstances.

*I asked my sister or a friend to examine my composition. My friend and I swapped our compositions to examine. (X793)*

## **Use of Technology**

Five students mentioned that they used modern technology to help them study. From the responses given, it seems that modern technology was particularly used to read information related to the subjects the student learnt.

*I sent text messages to my friend in English. (X786)*

*I usually stored some files of the topics I wanted to learn on my mobile phone either in PDF or Word. (X143)*

*If I did not understand a topic, I used Google. (X464)*

### **4.7.1.3 Learning Barriers**

The analysis found that the students encountered barriers while studying. The barriers were grouped into two categories: personal and non-personal matters. Personal matters embraced all barriers coming from the students, which covered personal circumstances and their disposition. Meanwhile, non-personal matters embraced all barriers coming from the environment or other people.

#### **Personal Matters**

Personal matters which restricted the students' study process consisted of a lack of self-discipline, fatigue, lack of enjoyment in studying, health condition and lack of computer literacy. Lack of self-discipline was the most prominent issue. Employment circumstances seem to have a close relationship with self-discipline. Three students explained that employment conditions often interfered with their predetermined schedule to study.

*(I did not study) First, I was lazy. (This was because) I was tired. I was exhausted. Sometimes, I arrived at home at 5pm. I was already tired. Therefore, I did not have time (to study) (Otherwise) I went to bed or I have dinner, then went to sleep. I woke up in the morning (to work). (X464)*

*I taught all day and (consequently) I felt tired at night. I studied if there was an urgent situation. If I was in a good mood, then I studied. (X793)*

Six students mentioned that they did not get much enjoyment from studying or writing. Three students said that they did not enjoy reading the course material and four students said that they did not like making compositions. Less enjoyment of studying seems to have a relationship with their endeavour to study. For example, the students who enjoyed studying less indicated that they did not have the determination to cope with difficulties.

*I only spent several minutes to study because I was not used to spending more time studying a topic seriously... (I never do the writing exercises because) I do not really like writing. (X837)*

*I did not open Writing 1 course material because it seemed that writing exercises were a nightmare for me. So, I preferred learning the structures and other courses. ... I did not study the topics that I was afraid of. (X096)*

Health conditions and lack of computer literacy were among the issues that prevented some students from studying. A student mentioned that her health conditions had an effect on the process of studying the course material.

*(There was a time when I could not study) for example, I had to travel somewhere or if there was a relative who was ill or if I was ill. (X589)*

Meanwhile, two students noted that a lack of computer literacy affected their involvement in the online tutorial process.

*I did not explore all facilities in the online tutorial page. I wanted to learn more how to use a computer. I have just started to learn so that there are many things I do not know. (X464)*

### **Non-Personal Matters**

Non-personal matters that prevented the students from studying were: employment and family life, learning facilities, and poor communication with the lecturer and online tutor and peers. Six students commented that employment and family life disturbed their learning process.

*My employer says 'You study like a first-grade student of primary school!' Then I reply 'How can I study comfortably if you are always calling me. You are my responsibility.' (X096)*

*... My daughter is a student of high school now. Next year she will have to continue to a university. (This makes me think hard about her studies and the funding for the school). Therefore, I cannot focus on my studies. Sometimes I think that I do not give my best effort to study. (X464)*

Learning facility, which was raised by three students, referred to infrastructures that facilitated the students' studying process. Frequent power failure and limited library services were examples of the issues raised with regard to learning facility.

*(The challenge was) power outage. I live in a village... it can be said a village. So, power outage often occurs here. If it happens, I cannot access the internet, I cannot operate a computer. As a result, I cannot study. (X589)*

*Actually, it was difficult to get learning sources here in X (name of a country). It was difficult to buy them. The library in X (name of a city) does not have good collections of books. However, in X (name of a city) the library does have good collections. (To cope with this matter) I have to call my friends to find out who owns the course material or who wants to sell it. (X143)*

Another factor that was also considered a barrier while studying was poor communication with the lecturer and online tutor and peers. Issues related to

communication with the lecturer and online tutor and peers were experienced by students residing overseas and students residing in the home country.

*There were only a few students in X (name of a city). I think there were less than 10 students and there were a few of staff... so that there was hardly adequate information we got. The information we got was only about the examination schedule. We had to manage our learning process or cope with academic matters by ourselves. (X143 – living overseas)*

*If there was something I did not understand, it was difficult to ask for help. I live in X (name of a city) and the Regional Office is located in X (name of a city) which is very far from my place so that I cannot join the student union where students can have discussions. (X146 – living in Indonesia)*

#### 4.7.1.4 Online Tutorial Engagement

The online tutorial consisted of eight weekly sessions. Although online tutorial participation was optional, it contributed to the students' grade attainment. This means that the grade that a student obtained was based on the scores from the online tutorial (30%) and final examination (70%). However, the online tutorial score had to be proportionally higher than the examination score in order to affect the final grade. Table 4.7 below illustrates the score calculation for both students who participated in the online tutorial and those who did not participate in the online tutorial.

**Table 4.7** Scoring Calculation

No	Student ID	Exam Score	Online Tutorial Score	Cumulative Score	Grade
1.	X102	53.5	-	53.5	C
2.	X856	53	85	62.6	B
3.	X854	82	30	82	A

Student number 1 did not participate in the online tutorial, so the score was only based upon the examination score (53.5/C). Student number 2 participated in the online

tutorial. Since their online tutorial score (85) was higher than the exam score (53), the total score calculation combined both scores. Thus, the online tutorial score made a distinct contribution to the score of student number 2, from 53 (grade C) to 62.6 (grade B). For student number 3, since the online tutorial score (30) was lower than the examination score (82), the total score was based upon the examination score only. Table 4.8 shows the grade conversion.

**Table 4.8** Grading Conversion

<b>Letter Grade</b>	<b>Score</b>
A	70-100
B	60-69.9
C	45-59.9
D	30-44.9
E	<30

Among the interviewed students, four students reported that they joined the Writing 1 online tutorial. Table 4.9 below illustrates a comparison between the achievement of the students who joined the online tutorial and those who did not.

**Table 4.9** Online Tutorial's Contribution to the Student Achievement

<b>No</b>	<b>ID</b>	<b>Writing 1 exam score</b>	<b>Online tutorial score</b>	<b>Cumulative score</b>	<b>Grade</b>
1.	X837	75	Not participated	75	A
2.	X203	79.5	Not participated	79.5	A
3.	X096	74	Not participated	74	A
4.	X786	75.5	Not participated	75.5	A
5.	X143	89	Not participated	89	A
6.	X589	78	Not participated	78	A
7.	X797	76.5	85	79.05	A
8.	X464	73.5	75	73.95	A
9.	X146	76	80	77.2	A
10.	X793	75.5	85	78.35	A

Writing 1 online tutorial is one of the first online courses that the students can take in the very early semester of their studies. Information about the online tutorial is provided in the university catalogue. Although the six students knew the advantages of the online tutorial, they preferred not to join it. Reasons for not joining the online tutorial were mostly due to the necessary facilities being unavailable and limited information about the online tutorials. Comments disclosing the reasons for not joining the online tutorial were:

*I did not join Writing 1 online tutorial because in the first semester I did not know clearly about online tutorial. That was the problem. (X143)*

*Actually, I had registered for Writing 1 online tutorial. Unfortunately, there was a problem with my laptop and the modem. ... I knew that the online tutorial contributes 30% to the final grade. ... I knew it from the catalogue. (X786)*

The students who joined the online tutorial said that it gave advantages to their learning process. Table 4.9 also indicates that their score improved due to their participation in the online tutorial although not significantly.

*The most important experience of joining the Writing 1 online tutorial is when I did the exercises I could apply what I have learnt from the course material. Then the tutor examined the answers. It was good because it may explain my achievement. I also got feedback from the tutor. (X146)*

*Online tutorial helped me very much because I never opened the course material. (X464)*

#### **4.7.1.5 Feedback on the Writing 1 Course Material**

Written feedback was provided at the end of each learning activity of course material. For writing exercises or assignments, feedback appeared in the forms of good and poor writing examples. Brief comments were given to explain the aspects of assessment for

the good or poor writing examples. To examine their writings, the students were directed to compare their writing with the two types of examples. In short, the written feedback was a default example. The questions related to feedback on the course material were only addressed to those who purchased the Writing 1 course material (X837, X589, X096, X464, X146, X793 and X797).

Although descriptive analysis indicated that 89% of students indicated agreement/strong agreement with the usefulness of the feedback on the course material for their writings, five interviewed students mentioned that the feedback on the course material could not be used for self-assessment.

*No, it could not be used (to examine my composition). It could be said that from the grammatical aspects my composition was good but from the content? I did not know if I followed the instruction described in the course material. For example, when I made a composition based on the instruction ... and other students made the same compositions, what benchmark we should use? The feedback on the course material could not be used as an assessment tool to check our compositions. (X589)*

*... I know it (feedback) was on the last page of each module. However, I did not know if my writings were correct or if there were some other possible answers (if I used the feedback on the course material). (X464)*

Two students said that the feedback was useful. However, when they were asked to give further explanation, one student was not sure if it was useful.

*Feedback on the course material was good enough, I think. It was well written and easy to understand. There were answer keys for the exercises. By following the instruction, I could find out my score. That is what I remember. (X146)*

*I think that feedback on the course material can be used to assess the compositions we made.... I do not really understand what it is. (X793)*



#### 4.7.1.6 Reflection on the Learning Process

Three students who were in employment explained that they found it difficult to take control of their learning process because the time they had was fully allotted to their employment. One student said:

*I think that the way I learnt (learning during the break time and after working) was not effective. However, this is the risk of being a student and an employee. (X797)*

One student emphasised the necessity to practice reading skills in order to develop writing skills.

*I am of the opinion that it is difficult to success (if I never read the course material). The course title is writing. Writing is writing. I believe that there must be a combination between reading and writing. (X096)*

Eight students noted that learning writing independently was challenging, particularly when learning about the grammar.

*I do not really understand about ... when to use... infinitive, simple past and past participle, the regular and irregular verbs. I sometimes forget. Sometimes there are two verbs, sometimes there are no verbs (in a sentence). (X143)*

#### 4.7.1.7 Student-Lecturer/Online Tutor Communication

Student-lecturer and student-online tutor communication was an emerging issue. Five students emphasised a desire to have a direct communication with the lecturer or online tutor to have feedback or to have academic counselling. Examples of the comments relating to this issue are as follows.

*I wish that X (name of the university) provides... something likes you and I are doing now (interview). The communication is not only written but also in a verbal communication. I think that there might be a difference. (X096)*

*All I want is when I ask a question, the tutor replies it directly. (X793)*

#### **4.7.1.8 Summary of Interview with the Students**

The analysis of data identified seven themes, which were grouped into: motivation to study, learning strategies, learning barriers, online tutorial engagement, perceptions of feedback on the Writing 1 course material, reflection on the learning process and student-lecturer and tutor communication.

Firstly, motivation to study the distance learning course was complex, unique and individual. For some students, any single factor could become a motivating factor. In contrast, the same factors could become demotivating factors for other students.

Secondly, students experienced a conflict between employment circumstances and opportunities to study. The conflict stimulated the students to create a strategy to help them to study the course material, including making use of modern technology to develop their writing skills and to extend their understanding of the topic. It was clear that the conditions of employment affected study-time allocation strategies which, in turn, often restricted their time to study.

Thirdly, personal and non-personal barriers, including health matters and lack of computer skills often prevented students from studying.

Fourthly, whilst some students gained an advantage from the online tutorial, other students did not engage with it. Those who participated in the online tutorial concluded that the online tutorial and receiving feedback from the online tutor had an impact on their learning experience. Although the online tutorial was available, most of the students interviewed expected direct and frequent communication with the lecturer or online tutor. This view also applied to students who did not participate in the online tutorial.

Fifthly, the majority of the students clarified that the feedback provided on the course material was unable to help them assess their writings.

Sixthly, most of the students had problems and difficulties in studying the Writing 1 course due to employment conditions that eventually caused them to study the course insufficiently in terms of time and methods.

Seventhly, most of the students found that having good knowledge of English grammatical rules and vocabulary was an important point in developing their writing skills.

#### **4.7.2 Interview with the Lecturer**

The lecturer interviewed was a male and was responsible for providing academic counselling, developing course material (when the revision was due) and examination materials. The lecturer was also appointed as the online tutor. However, it was not always the case that the lecturer became the online tutor on the same course. For

example, in this case, the Writing 1 course lecturer was not the Writing 1 online tutor. The lecturer explained that no students contacted him to have academic counselling. Accordingly, the interview failed to identify much information about the students from the lecturer's perspective. In fact, the information about students was based on the lecturer's experience as an online tutor, which, according to his opinion, could be used to illustrate the students who registered for the Writing 1 course in semester 2. The analysis of the interview transcript with the lecturer highlighted three main themes: heterogeneous basic skills of the English language, student learning difficulties and students-lecturer relationship.

#### **4.7.2.1 Heterogeneous English Skills**

The lecturer mentioned that differences in ability, education background and experience created considerable challenges for the lecturer and the students. The lecturer said:

*The challenge is ... in X (name of the university), the students' skills are various. Some have very limited English skills, while others are ... let's say their skills are 70 if they are converted to score. So, it is difficult to determine the topics in course material and especially when we develop the examination questions. If the level of difficulty is high, many students will fail. This condition is different from the conventional university where the students are selected through an admission test... (Lecturer)*

The lecturer also mentioned that heterogeneous English skills also challenged the students and the tutor during tutorial sessions.

*Based on my experience as a tutor, I found that the students' English skills were different. Some students were poor and others were more advanced. If I gave easy assignments, for example, the more advance students would get uninterested. I was challenged to deal with the situation so that the tutorial kept running. I had to accommodate the poor and the clever students. (Lecturer)*

To overcome the problem, the lecturer proposed that the university considered applying an entry test to determine the skills of the candidates. The lecturer went on to remark that the students who wanted to join the Programme of Study should at least have the basic skills of the English language.

*...for example, the students in this Programme of Study, at least they had basic skills of the English language ... It is good for them because they learn the course material by themselves. ... If they do not have the English skills at all, they will have difficulties to study the topics. Therefore, I think that they should have basic skills of the English language. (Lecturer)*

#### **4.7.2.2 Student Learning Difficulties**

The lecturer acknowledged that the students had difficulties in building their writing skills due to their poor understanding the English grammar and vocabulary.

*From the examination results, I found that the students had difficulties (in making a composition). First, they were difficult to begin writing a composition. Second, they were difficult to use the grammar. Grammar mistakes in Writing 1 examination results were still very dominant. Still about the grammar, sometimes the students used Indonesian language grammatical structures when they wrote the English compositions. Consequently, the sentences they made were English, but in Indonesian structure. This happened even in some simple sentences. For example, there were sentences without subjects or predicates (which were common in Indonesian). (Lecturer)*

The comment is interesting as it can be related to the participants' responses to the open-ended questions. In terms of challenges, the participants had difficulties understanding the English grammar and make translations. The lecturer's comment might indicate that learning the grammar and translating sentences from Indonesian into English when writing a composition have not been successful. To improve the students' writing skills, the lecturer recommended that they should practice reading and writing simultaneously.

*I think that the students should read more simple texts, easy texts, texts for elementary level. We used to have a good book from X (name of a publishing company). In the book, the students were asked to read a text first. Then, there were questions to answer. After that, the students were asked to combine the answers with conjunctions. The practice helped the students to make a paragraph. (Lecturer)*

The lecturer's comment relating to combining reading and writing to build writing skills echoed a student's comment related to the necessity to combine reading and writing.

#### **4.7.2.3 Students-Lecturer Relationship**

The lecturer highlighted that two-way communication through various communication technology tools between the students and lecturer was important during the learning process so that the students in general did not feel separated.

*At least, the students contact us by email or telephone. Consultation with the lecturer will help them overcome the problems they have. The lecturer can give them advice based on their experiences with other students having similar problems or the lecturer can connect the students so that they can have more discussion. By connecting the students, they can share their experience among themselves. So, there is a communication among the students and also communication between the students and the lecturer. The condition will be like in a conventional university where the students can meet the lecturer at any time. Eventually, the students will not feel isolated anymore. (Lecturer)*

In practice, however, the lecturer emphasised that communication with the students in terms of academic counselling did not occur. The lecturer identified the issue of isolation. Being alone or isolated from other students and the lecturer alike was also mentioned by the students.

*I hardly ever met friends or other people who have similar interests with me in the field of... other students from the same Programme of Study. (X589)*

#### **4.7.2.4 Summary of Interview with the Lecturer**

The analysis of data showed the students' characteristics from the perspective of the lecturer. Firstly, the students who enrolled on the Programme of Study were heterogeneous in their basic skills of the English language. Prior English knowledge and skills on entry to the Programme of Study had been a considerable concern to the lecturer. Secondly, poor knowledge of English grammatical rules and vocabulary were among the most common problems that the students faced while writing compositions. To improve their writing, the lecturer suggested that the students should practice reading and writing simultaneously. Thirdly, communication between students and lecturer did not occur. However, the lecturer identified such communication.

#### **4.7.3 Interview with the Online Tutor**

The Writing 1 online tutor was a female and responsible for developing the guidelines of the online tutorial for eight sessions, including selecting the topics for each online tutorial session as well as preparing exercises and assignments, moderating virtual discussions in each online tutorial session and marking and giving feedback on the exercises and assignments.

The interview with the online tutor aimed to explore more deeply the online tutor's involvement in the learning process. The themes which emerged from the interview

with the online tutor are: internet connection and speed, large virtual class size, online tutorial management, and the conception of the online tutorial.

#### **4.7.3.1 Internet Connection and Speed**

The online tutor suggested that not all students who enrolled on the Programme of Study were connected to the internet. Thus, only students who had access to the internet could participate in the online tutorial. Furthermore, the online tutor explained that the internet connection speed varied from one place to another. The online tutor said:

*We need a good internet connection so that communication.... I mean when I post topics in the online tutorial, the students can access them.... Some of our students live in remote areas. This is the problem. They cannot access the internet easily. (Online tutor)*

The online tutor considered the internet connection and speed as serious challenges.

#### **4.7.3.2 Large Virtual Class Size**

Furthermore, the online tutor explained that managing a large virtual class was another challenge. The online tutor also explained that an online tutor may teach more than a hundred tutees registered for one online tutorial course. Furthermore, an online tutor can manage no more than two online courses. A comment given by the online tutor regarding the large virtual class size is as follows.

*... The challenge was that each tutee wanted to have individual feedback. I think it is difficult because there were more than 200 tutees joined Writing 1 online tutorial. ... Ideally, an online tutor manages less than 150 tutees, I think 100 students. Now, I manage 300 tutees. (Online tutor)*



As a consequence of the huge number of tutees, the online tutor was not able to provide individual feedback. On the other hand, the tutees would like to receive individual feedback. Furthermore, the online tutor also mentioned that since the Writing 1 online tutorial was one of the first online tutorial courses for new students, many of them had difficulties following the online tutorial.

*They did not know what online tutorial was like. Writing 1 online tutorial was new for them. In the beginning, many of them were confused. For example, they did not know how to activate their accounts.... (Online tutor)*

The comment above corresponds to the situation experienced by the students who were interviewed. A comment from a student regarding this issue is:

*In the beginning of my studies, I was confused (with the online tutorial). To be honest, I was confused. (X464)*

#### **4.7.3.3 Online Tutorial Management**

To manage a large virtual class size, the online tutor grouped the tutees into several groups. Each group was encouraged to engage in virtual discussions among the members of the group or to work on the assignments together. Each member of a group was also encouraged to give feedback to all group members. Instead of providing individual feedback, the online tutor gave group feedback based on the results of the group discussion.

*At least, I accessed the online tutorial one hour a day to respond to the tutees' replies or postings. ... I divided the tutees into some small groups. They had to discuss an issue I posted within the groups. I gave them feedback based on the results of the group discussion. The feedbacks given in descriptive explanations were different between one group and the other. The assignments had to be done by groups. This helped me assess the assignments. (Online tutor)*

Having considered motivation, the online tutor emphasised the importance of building tutees' motivation.

*Moreover, Writing 1 online tutorial was new for the tutees. I think that the tutor had to motivate the tutees in each session of the online tutorial. This would build the motivation not only to be active in the online tutorial, but also to study the course. ... Usually I wrote 'Good luck!' as a part of the feedback and encourage them to participate in the discussion. This helped them so that they did not feel alone. They would know that they had friends and tutors. (Online tutor)*

The comment above echoed the issues raised by the interviewed students and the lecturer regarding feelings isolated. This suggests that the issue of isolation had considerable attention from the students, the lecturer and the online tutor.

#### **4.7.3.4 The Concept of the Online Tutorial**

The online tutor believed that the online tutorial gave additional benefits to the students as well as providing them with the opportunity to increase their grades. The online tutor said that the students could discuss the topics they needed to study more during the online tutorial.

*I think that the online tutorial has a significant effect on the tutees. They will be able to learn more deeply the topics. It means that they have the opportunity to discuss anything they are studying and need more explanations. Sometimes, when we discuss about a topic, the tutees relate it with another topic they are learning. This will build their confidence to face the examination. (Online tutor)*

#### **4.7.3.5 Summary of Interview with the Online Tutor**

The analysis of data resulted in four identified themes. Firstly, the internet connection and speed of connection were considered as factors that prevented some students from

participating in the online tutorials. As mentioned earlier, not all students were connected to the internet.

Secondly, the large virtual class size prevented the online tutor from providing individual feedback. Thirdly, in order to manage the online tutorial effectively, particularly in terms of feedback provision, the online tutor encouraged the tutees to form virtual study groups. In addition, the online tutor encouraged the tutees to give peer feedback. With regard to feedback provision, the online tutor emphasised the importance of developing tutees' motivation to study. Fourthly, the online tutor was aware that the online tutorial gave the students a new learning experience.

An issue that was raised by the lecturer and online tutor was that of students feeling alone and isolated. It can be argued that this was an important issue in learning English writing by distance. The key points that were raised by the lecturer and the online tutor about their respective roles were as follows:

**Table 4.10** Issues Raised by the Lecturer and Online Tutor

<b>Lecturer</b>		<b>Online tutor</b>
As an academic counsellor, the lecturer had little communication with the students.	-	Too many tutees in one virtual class and the diversity of skills were considered to undermine the effectiveness of the online tutorial.
The lecturer was aware that the students were diverse in in terms of their English skills.	-	Not all students were connected to the internet and the internet connection speed prevented some students from participating in the online tutorials.
The lecturer was also aware that the students experienced learning difficulties.	-	The online tutor was aware that the online tutees were anxious about the tutorial as it was the first time for them.
The lecturer emphasized the importance of communication between the lecturer and students as well as the students and peers.	-	The online tutor highlighted the importance of motivating the online tutees.
The lecturer was aware that students felt isolated.	-	The online tutor was aware that students felt isolated.

#### 4.8 Chapter Summary

The participants in the first stage (50 males and 114 females) were heterogeneous in terms of age, educational background, prior learning experiences and employment status and their reasons to study the open university programme. It is important to emphasise that 54% of the students were working full time and had long working hours per week. In addition, distance learning was new to the majority of the participants. However, most participants found that the university and the Programme of Study they selected met their expectations.

The overall response to the questions about pre-learning, learning process and post-learning were positive. The descriptive analysis generated 30 items with a high mean score ( $\geq 3.8$ ). The score became the basis for the determination of the participants'

characteristics. For example, high self-efficacious participants frequently believed that they could control their achievement.

Twenty-three items were identified to become predictors of achievement, as the correlation coefficients were significant, but the coefficients of 22 items were negative, so they led to achieving less well. However, one item (making a draft of a composition in Indonesian prior to writing the English composition) was a predictor of achievement as the correlation coefficient and the coefficient was positive. The normality test showed that the responses to the variables were not normally distributed.

The analysis of data showed that some participants did not proceed to register for the Writing 2 course in the following semester. Close scrutiny reveals that some students had taken Writing 2 course or they had taken the course together with the Writing 1 course in the same semester. Other students decided to register for other courses instead of the Writing 2 course. Few students decided to resign from the programme because of lack of English skills.

A number of issues were identified from the analysis of self-report. Firstly, the participants were able to identify the challenges they faced during the learning process. Secondly, the participants were able to advocate the solutions for the challenges. The challenges and solutions covered: academic, technical, and personal issues. Thirdly, emerging themes that related to the participants' expectation of having more interaction with the lecturer or tutors were identified. The expectations covered: academic and technical issues.

Seven themes were identified from the analysis of the transcripts of the interviews with the students. The analysis of the themes found that students experience considerable difficulties with the distance learning system. Issues relating to motivation drew more attention from students, particularly those who were in employment. The results clarify that being a distance language learning student is not simple.

The analysis of the data gathered from the interview with the lecturer showed that the students who registered for the Writing1 course had different knowledge of the English language. The difference was so varied that it was considered by the lecturer as a challenge during the course material development stage. To minimise the difference, the lecturer introduced an idea that the university should apply an entry test. The lecturer emphasised the importance of direct and regular communication between the students and lecturer.

In essence, the online tutor was aware that feedback brought benefits to students. However, the large virtual class size prevented the online tutor from providing individual feedback on the students' assignments. The online tutor also emphasised issues related to the importance of encouraging student motivation and addressing feeling isolated. It is necessary to note that the feeling isolated was also articulated by the students and lecturer. Thus, it could be said that it was the central issue in the first stage of data collection. Besides, other findings, including absence of feedback, limited time to study, inadequate learning management due to family and employment responsibilities, lack of English skills, disturbance, interfering with learning

motivation and being new to distance learning were among the important findings.

Thus, it is worthwhile to look at these issues in the following stage.

## **CHAPTER 5: DATA ANALYSIS OF THE SECOND STAGE**

### **5.1 Introduction**

This chapter consists of data analysis of the second stage. The analysis aimed to investigate factors that affected student achievement in the distance learning English writing 2 course. As the second consecutive data collection, it was hoped that the analysis would generate a more detailed understanding of the development and change in the students' learning which affected their achievement in the examination. The data and analysis of the second stage of data collection were based upon the findings obtained from the first stage. The students who proceed to the Writing 2 course were identified and invited to take part in the data collection. Those who did not proceed were also identified to give information about not progressing.

The investigation was carried out through quantitative and qualitative data analysis methods. The quantitative analysis analysed each questionnaire item. The items were grouped into 12 variables. This method was also employed in the previous data analysis. Correlation analysis was conducted to discover the relationship between the items of each variable and achievement. Meanwhile, the qualitative analysis was conducted to analyse the responses to open-ended questions in the questionnaire and the interview transcripts with the students, the lecturer and the online tutor.



## **5.2 Participants in the Second Stage**

As in the previous chapter, to maintain consistency, the term “participants” refers to the students who participated in the second stage of data collection. Descriptive analysis aimed to describe the features of the participants of the second stage through their responses to the questionnaire items.

### **5.2.1 Demographic Information**

Of the 92 participants who took the Writing 2 examination, 52 participants returned the questionnaires (the rate of return was 57%). The participants (N=52) consisted of 13 males (25%) and 39 females (75%). The majority of the participants were females. The gender imbalance could be traced back to the earlier stage in the sense that the majority of the participants were females.

Fifteen participants (29%) were aged less than 23, 21 participants (40%) were aged between 23 and 30, ten participants (19%) were aged between 31 and 38 and six participants (12%) were aged more than 38. Forty-four participants were employed and 44 of them (68%) worked for more than 40 hours per week. It was important to note that the sample size of the second stage was relatively small compared to the first stage, although several approaches were conducted to increase the number of responses, including sending an email to both participants who completed and did not complete the questionnaires.

### 5.2.2 Preparation for Learning

Forty-five participants (87%) purchased the Writing 2 course material. Compared to the previous stage data, the percentage of participants who purchased the course material had increased. The data should be interpreted with caution because in the first stage the participants were 164 while in the second stage the participants were 92. Forty-two participants (93%) who purchased the course material said that the course material met their expectations. Most of the answers given indicated that the explanations in the Writing 2 course material were likely to be particularly relevant to building up the students' writing skills.

*It was complete and presented in a simple language so that it was easy to understand. (X537)*

*The explanations in the Writing 2 course material were applicable to help me write compositions. I enjoyed it. (X103)*

Meanwhile, three participants (7%) found that the course material did not meet their expectations. One participant stated that the course material was difficult to follow, one identified some typos and the other participant identified incorrect answer keys.

Seven participants (13%) did not purchase the course material. To help them study the Writing 2 course, two participants borrowed the course material from a friend or the library while two participants asked a friend to teach them and three participants used other learning resources.

The responses regarding study time allocation were similar to the responses to the same question in the previous survey. Thirty-five participants (67%) studied the Writing 2 course for less than five hours per week, 14 participants (27%) studied

between 5 and 10 hours per week and three participants (6%) studied more for than 10 hours per week. The procedures the participants used to manage their time to study the Writing 2 course were explored in the interview with the students. Four participants (8%) had taken the Writing 2 course on one previous occasion and one participant (2%) had taken the Writing 2 course on two previous occasions.

Four participants indicated not to register for the Writing 3 course in the next semester. The reasons were: three participants had registered for the Writing 3 course in the previous semester and one participant would register for the Writing 3 course in the following two semesters; this happened because the university employed a flexible registration system.

*I registered for the Writing 3 course in the previous semester.  
(X466)*

*Because, I will register for the Writing 3 course in the next two semesters, not in Semester 1 of 2014. (X077)*

### **5.2.3 Summary of Information about Participants in the Second Stage**

Most participants in the second stage seem to have some difficulty in learning. This was indicated by sixty per cent of them spending less than five hours studying due to family/employment responsibilities. Similar to the previous stage, purchasing the course material was not compulsory. Instead of learning by using the Writing 2 course material, 13% of the participants sought other learning resources to help them study the writing. Those who purchased the Writing 2 course material valued it. However, a few negative comments regarding the quality of the course material were made. Although it was not mandatory, registration for the writing courses consecutively was highly recommended. The data showed that some participants had taken the following

writing course (the Writing 3 course) in the previous semesters. This indicates that some participants did not take a linear approach to progression and that some retook the same course more than once.

### **5.3 Descriptive Data Analysis**

Descriptive data analysis aimed to describe the participants' responses by identifying the mean score as well as the patterns of response to the questionnaire items. The five-point Likert scales of agreement was used to measure the responses of the second stage participants. The questionnaire items were grouped into 12 variables based on theoretical concepts and analysed. It was hoped that the analysis would generate a better understanding of the way the participants studied the Writing 2 course and their characteristics. The criteria for mean score were: high ( $\geq 3.8$ ), moderate (2.4 to 3.7) and low (1 to 2.3).

#### **5.3.1 Self-Efficacy**

Table S2-1 in Appendix 5.1 gives details of the participants' self-efficacy. The mean score on the three items of self-efficacy suggested a high level of agreement: having a firm commitment to studying ( $M=4.35$ ), believing in experiencing improvement in writing skills ( $M=4.33$ ) and believing in having control of achievement ( $M=4.19$ ). Meanwhile, the mean score of two items of self-efficacy indicated a moderate level of agreement: having high levels of innovation and skills to cope with problems ( $M=3.60$ ) and having difficulty in controlling study management ( $M=2.83$ ).

The results suggested that the participants with high self-efficacy were those who believed they controlled learning achievement, believed they experienced improvement in writing skills and had a firm commitment to studying. The patterns of response to the second and third items of self-efficacy were relatively similar. This indicates that the participants who believed that they experienced improvement in writing skills also had a firm commitment to studying.

### **5.3.2 Self-Determination Skills**

As can be seen in Table S2-2 in Appendix 5.1, the results suggested that the mean score on the five items of self-determination skills indicated a high level of agreement: having a responsibility to be goal-oriented ( $M=4.71$ ), having a responsibility to be self-directed ( $M=4.46$ ), having an ability to make choices based on personal interests ( $M=4.37$ ), having an ability to take charge of learning ( $M=4.38$ ) and having an ability to regulate one's actions ( $M=4.08$ ).

The high values indicated that self-determination skills were formulated by participants in terms of: having an ability to take charge of learning, having a responsibility to be self-directed, having an ability to make choices based on personal interests, having a responsibility to be goal-oriented and having an ability to regulate one's actions. Patterns of response to the items of self-determination skills were different.

### 5.3.3 Goal Orientation

A descriptive analysis of goal orientation can be seen in Table S2-3 in Appendix 5.1. The mean score on four items of goal orientation indicated a high level of agreement: focusing on mastering the subjects ( $M=4.50$ ), setting the best performance standards ( $M=4.46$ ), appreciating feedback or judgement from others ( $M=4.44$ ) and making greater efforts to improve one's understanding of certain subjects ( $M=4.17$ ). Meanwhile, the mean score on focusing on examination results ( $M=2.08$ ) suggested a moderate level of agreement. However, a moderate level of agreement seems to indicate that the participants studied the course material thoroughly one chapter after another.

From the results, it can be seen that the participants with a high goal orientation were those who focused on mastering the subjects, set the best performance standards, appreciated feedback or judgement from others, made greater efforts to improve their understanding of certain subjects and studied the course material thoroughly. Patterns of response to the fourth and fifth items of goal orientation were similar. This indicates that the participants who set the best performance standards were those who appreciated feedback or judgment from others.

### 5.3.4 Attributional Styles

Table S2-4 in Appendix 5.1 illustrates detailed information about the participants' attributional styles. The mean score on attributing achievement to studying hard ( $M=4.35$ ) indicated a high level of agreement. Meanwhile, the mean score of the other

four items of attributional styles indicated a moderate level of agreement: attributing failure to examination correctors/markers ( $M=3.37$ ), attributing achievement to not studying from the Writing 2 course material ( $M=3.19$ ), attributing achievement to personal efforts to cope with learning barriers ( $M=3.79$ ) and attributing low achievement to the burden of family/employment responsibilities ( $M=3.19$ ).

The results could be interpreted as an indication that the participants made internal attributions for their achievement in the Writing 2 examination. The patterns of response to items of goal orientation were quite different.

### **5.3.5 Autonomy**

As presented in Table S2-5 (see Appendix 5.1), the mean score of the three items of autonomy indicated a high level of agreement: having responsibility for learning on their own ( $M=4.37$ ), using the most suitable learning strategy to study the Writing 2 course ( $M=4.35$ ) and having an awareness of understanding the learning objectives ( $M=3.83$ ). Meanwhile, moderate levels of agreement were indicated by having a responsibility for doing self-assignments ( $M=3.62$ ) and having an ability to do a self-diagnosis ( $M=3.46$ ).

The results gathered from the analysis of autonomy suggested that the autonomous participants had responsibility for learning on their own, used the most suitable learning strategy and had an awareness of understanding the learning objectives. The patterns of response to the third and fourth items of autonomy were similar. This can

be interpreted as indicating that the participants who did not read the learning objectives were those who did not complete the assignments.

### **5.3.6 Self-Regulated Learning**

A detailed information about self-regulated learning is described in Table S2-6 in Appendix 5.1. The mean score of four items of self-regulated learning indicated a high level of agreement: formulating a study plan ( $M=4.42$ ), creating a good learning environment ( $M=4.37$ ), assessing the study plan ( $M=4.02$ ) and implementing a study plan ( $M=4.00$ ). Meanwhile, the mean score on having self-seeking initiatives to pursue their goals ( $M=3.29$ ) were a moderate level of agreement.

The results suggested that the participants with high self-regulated learning were those who formulated a study plan, conducted a self-assessment to evaluate the study plan, implemented a study plan and created the most comfortable environment to study. Patterns of response to the items of self-regulated learning were different.

### **5.3.7 Learning Styles for Writing**

The data in Table S2-7 (see Appendix 5.1) show that the mean score on four items of learning styles for writing indicated a high level of agreement: having the curiosity to explore more information ( $M=3.92$ ), visualising information ( $M=3.90$ ), organising information using visual objects, including mind and concept maps ( $M=3.88$ ) and having a preference for verbal explanations ( $M=3.83$ ). Meanwhile, the mean score for



employing techniques for doing things with clear practical advantages (M=2.94) indicated a moderate level of agreement.

The results suggested that the characteristics of the students with highly effective learning styles for writing were those who outlined a concept or framework for writing compositions, made use of other references, explored more information, visualised information to learn vocabulary and showed a desire to have a verbal explanation for the subject being studied.

The patterns of response to the third and fourth items of learning strategies for writing were relatively similar. This suggests that the participants who had the curiosity to explore more information, including using other reference materials liked to visualise the information to remember new words.

### **5.3.8 Learning Strategies for Writing**

Table S2-8 in Appendix 5.1 describes more detailed information about the participants' learning strategies for writing. The mean score on one item of learning strategies for writing indicated a high level of agreement: seeking an opportunity to practice and master writing skills (M=3.81). Meanwhile, the mean score on four items of learning strategies for writing: identifying the vocabulary to use in the compositions (M=3.65), using other words if it was difficult to find the exact words when making a composition (M=3.65), making drafts in English (M=3.48) and making a draft of a composition in Indonesian prior to writing the English composition (M=2.87) indicated a moderate level of agreement.

The results indicated that the participants with high learning strategies for writing were those who sought an opportunity to practice and master writing skills. Patterns of response to all items of learning strategies for writing were spread unevenly.

### **5.3.9 Cognitive Strategies for Writing**

As can be seen in Table S2-9 in Appendix 5.1, the mean score on three items of cognitive strategies indicated a high level of agreement: identifying subjects for repetition ( $M=4.00$ ), duplicating patterns of sentences to improve learning ( $M=3.94$ ) and rehearsing new knowledge in order to learn more successfully ( $M=3.92$ ). Meanwhile, the mean score on writing a summary for each learning activity ( $M=3.77$ ) and organising new vocabulary items regularly to remember them easily ( $M=3.62$ ) indicated a moderate level of agreement.

The results suggested that the most adopted cognitive strategies for writing by the participants were duplicating patterns of sentences to improve learning and rehearsing new knowledge in order to learn more successfully. The patterns of response to all items of cognitive strategies for writing were different.

### **5.3.10 Metacognitive Strategies for Writing**

Table S2-10 in Appendix 5.1 illustrates the detailed information about the participants' metacognitive strategies for writing. The mean score on four items of metacognitive strategies for writing indicated a high level of agreement: returning to the completed work to make necessary revisions ( $M=4.60$ ), setting a target to achieve in order to

improve learning (M=4.56), learning based on module structures (M=4.17) and doing self-assessment to identify subjects they were still weak at (M=3.85). Meanwhile, the mean score on evaluating the learning strategies (M=3.63) indicated a moderate level of agreement.

From the data, it can be inferred that the participants with high metacognitive skills for writing were: returning to the completed work to make necessary revisions, setting a target to achieve in order to improve learning, learning being based on module structures and performing self-assessment to identify subjects they were still weak at. Patterns of response to the items of metacognitive skills were mostly different.

#### **5.3.11 Locus of Control**

The data in Table S2-11 in Appendix 5.1 show the mean score on four items of locus of controls indicated a high level of agreement: taking responsibility for their achievement (M=4.67), having positive thoughts that the grades were indicative of their writing skills (M=4.40), working hard to achieve goals (M=3.83) and feeling pessimistic about improving writing skills (M=3.83). Meanwhile, a moderate level of agreement was indicated by taking responsibility for learning (M=3.48).

The results suggested that the participants with high locus of control took responsibility for their achievement, had positive thoughts that the grades were indicative of their writing skills and worked hard to achieve goals. It is necessary to note that the participants with high locus of control also indicated that they felt

pessimistic about improving writing skills. The patterns of response to all items of locus of control were different.

### **5.3.12 View on Feedback**

Table S2-12 in Appendix 5.1 demonstrates that the mean score on five items of feedback indicated a high level of agreement: believing that the feedback serves to inform the quality of the writing ( $M=4.62$ ), appreciating the feedback from the lecturer/tutor ( $M=4.60$ ), believing that the feedback contributed to improving their motivation to study ( $M=4.60$ ), believing that the feedback contributed to improving their writing skills ( $M=4.60$ ) and having a preference to have formative feedback ( $M=4.12$ ).

The patterns of response to appreciating feedback from a lecturer/tutor, the belief that feedback improved motivation to study and the belief that feedback helped them understand the weaknesses/strengths were relatively similar. This indicates that the three items were intertwined. For instance, the feedback from a lecturer/tutor helped the participants identify the quality of their writings which at the same time improved their motivation.

### **5.3.13 Summary of Descriptive Analysis**

The majority of the participants had a positive response to each item in the second stage questionnaire. This was shown by the mean score of each item. The patterns of response to the items of each variable led to further information that some items gave

indications of interrelatedness. Table 5.1 summarises the results of descriptive analysis.

**Table 5.1** The Characteristics of the Second Stage Participants

<b>Variables</b>	<b>Implementations</b>
Self-efficacy	: - Believed to have control of achievement. - Believed to experienced improvement in writing skills. - Had a firm commitment to studying.
Self-determination skills	: - Had an ability to take charge of learning. - Had a responsibility to be self-directed. - Had an ability to make choices based on personal interests. - Had a responsibility to be goal-oriented. - Had an ability to regulate one's actions.
Goal orientation	: - Focused on mastering the subjects. - Made greater efforts to improve his/her understanding of certain subjects. - Set the best performance standards. - Appreciated feedback or judgement from others. - Studied the course material thoroughly.
Attributional styles	: - Attributing achievement to studying hard.
Autonomy	: - Had responsibility for learning on their own. - Used the most suitable learning strategy. - Had an awareness of understanding the learning objectives.
Self-regulated learning	: - Formulated a study plan. - Created a good learning environment. - Assessed the study plan. - Implemented a study plan.
Learning styles for writing	: - Had a curiosity to explore more information. - Visualised information to remember new vocabulary words. - Organised information using visual objects, including mind and concept maps. - Favoured verbal explanations.
Learning strategies for writing	: - Sought an opportunity to practice and master writing skills.
Cognitive strategies for writing	: - Identified subject for repetition. - Duplicated patterns of sentences to improve learning. - Rehearsed new knowledge in order to learn more successfully.
Metacognitive strategies for writing	: - Returned to the completed work to make necessary revisions - Set a target to achieve in order to improve learning - Did self-assessment to identify subjects they were still weak at
Locus of control	: - Took responsibility for their achievement. - Had positive thoughts about the grades represented the skills. - Worked hard to achieve goals. - Felt pessimistic about improving writing skills.
Feedback	: - Feedback served to inform the quality of the writing. - Appreciated the feedback from the lecturer/tutor. - Believed that the feedback was able to improve their motivation to study. - Believed that the feedback was able to improve their writing skills. - Had a preference to have formative feedback.

## **5.4 Correlation Analysis**

The purpose of correlation analysis was to investigate the relationship between the questionnaire items in the second stage of data collection with the grade the participants obtained in the Writing 2 examination. In addition, the analysis aimed to discover the direction of the relationship, the correlation coefficient (r-value) and probability (p-value) of pair items. The r-value was categorised into five criteria: very strong (.70 or higher), strong (.40 to .69), moderate (.30 to .39), weak (.20 to .29) and very weak (.01 to .19).

### **5.4.1 Preparation for Learning/Learning Experience**

The correlation between purchasing the Writing 2 course material and achievement was very weak and insignificant ( $r=.014$ ,  $p=.922$ ). Similarly, the study hours per week ( $r=.224$ ,  $p=.110$ ) did not correlate with achievement. Again, the number of study hours per week was not associated with achievement. Lastly, having an experience of taking the Writing 2 examination ( $r=-.217$ ,  $p=.123$ ) had no significant correlation with achievement. It could be concluded that there was no evidence that purchasing the Writing 2 course material, number of study hours per week and having the experience of taking the same course were related to achievement. The results are summarised in Table S2-13 in Appendix 5.2.

### 5.4.2 Self-Efficacy

As can be seen in Table S2-14 in Appendix 5.2, the results indicated that believing to have control of achievement ( $r=-.279$ ,  $p=.045$ ) was a predictor of achievement, because the correlation coefficient was significant, but the coefficient was negative. This means that the more the participants believed they controlled achievement, the lower the grade they obtained. Thus, believing that they controlled achievement led them to achieving less well. However, believing in experiencing improvement in writing skills ( $r=-.149$ ,  $p=.293$ ), having a firm commitment to studying ( $r=.050$ ,  $p=.727$ ), having high levels of innovation and skills to cope with problems ( $r=.003$ ,  $p=.984$ ) and having difficulty in controlling study management ( $r=.221$ ,  $p=.115$ ) were not predictors of achievement, because the correlation coefficients were not significant.

### 5.4.3 Self-Determination Skills

Correlation analysis between self-determination skills and achievement can be seen in Table S2-15 in Appendix 5.2. The results suggested that the items of self-determination skills were not predictors of achievement, because the correlation coefficients were insignificant: having an ability to take charge of learning ( $r=-.110$ ,  $p=.438$ ), having a responsibility to be self-directed ( $r=.108$ ,  $p=.448$ ), having an ability to make choices based on personal interests ( $r=-.043$ ,  $p=.760$ ) and having a responsibility to be goal-oriented ( $r=-.141$ ,  $p=.320$ ). In contrast, for having an ability to regulate one's actions ( $r=-.327$ ,  $p=.018$ ) the correlation coefficient was significant, but the coefficient was negative. A negative coefficient means that the more the



participants were able to regulate their own action, the lower the grade they obtained. As the correlation was negative, having an ability to regulate one's actions led to achieving less well.

#### **5.4.4 Goal Orientation**

As presented in Table S2-16 in Appendix 5.2, the results suggested that focusing on examination results ( $r=.415$ ,  $p=.002$ ) was a predictor of achievement, because the correlation coefficient was significant and positive. A positive coefficient suggested that the more participants focused on the subject that might be assessed in the examination, the higher the grade they achieved. Meanwhile, focusing on mastering the subjects ( $r=.153$ ,  $p=.280$ ), making greater efforts to improve one's understanding of certain subjects ( $r=-.010$ ,  $p=.943$ ), setting the best performance standards ( $r=-.050$ ,  $p=.726$ ) and appreciating feedback or judgement from others ( $r=.132$ ,  $p=.351$ ) were not predictors of achievement, because the correlation coefficients were insignificant.

#### **5.4.5 Attributional Styles**

Table S2-17 in Appendix 5.2 shows the result of correlation analysis between the items of attributional styles and achievement. The results suggested that the burden of family/employment responsibilities was a predictor of achievement ( $r=-.532$ ,  $p=.000$ ), because the correlation coefficient was significant, but the coefficient was negative. This means that the more responsibilities the students took, the lower the grade they obtained. As the coefficient was negative, family/employment responsibilities led to achieving less well. In other words, family and employment responsibilities prevented

students from obtaining a high grade. However, attributing failure to examination correctors/markers ( $r=.233$ ,  $p=.096$ ), attributing achievement to studying hard ( $r=-.198$ ,  $p=.159$ ), attributing achievement to not studying from the Writing 2 course material ( $r=-.195$ ,  $p=.167$ ) and attributing achievement to personal efforts to cope with learning barriers ( $r=-.153$ ,  $p=.279$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **5.4.6 Autonomy**

The results indicated that the correlation between the items of autonomy and achievement was very weak (see Table S2-18 in Appendix 5.2). Overall, the results suggested that the items of autonomy were not predictors of achievement, because the correlation coefficients were not significant: using the most suitable learning strategy ( $r=.015$ ,  $p=.917$ ), having responsibility for learning on their own ( $r=-.005$ ,  $p=.973$ ), having an awareness of understanding the learning objectives ( $r=.172$ ,  $p=.222$ ), having a responsibility for doing self-assignments ( $r=.168$ ,  $p=.234$ ) and having an ability to do a self-diagnosis ( $r=-.179$ ,  $p=.203$ ).

#### **5.4.7 Self-Regulated Learning**

Table S2-19 in Appendix 5.2 shows the correlation analysis between self-regulated learning and achievement. The results suggested that four items of self-regulated learning were not predictors of achievement, because the correlation coefficients were insignificant: formulating a study plan ( $r=-.180$ ,  $p=.201$ ), assessing the study plan ( $r=.017$ ,  $p=.906$ ), implementing a study plan ( $r=-.115$ ,  $p=.417$ ), creating a good

learning environment ( $r=.079$ ,  $p=.578$ ). However, having self-seeking initiatives to pursue their goals ( $r=.269$ ,  $p=.054$ ) was a predictor of achievement, because the correlation coefficient was almost significant and positive. Positive coefficient means that the more the participants had self-seeking initiative, the higher the grade they obtain. Thus, having self-seeking initiatives led to high achievement.

#### **5.4.8 Learning Styles for Writing**

The results of the correlation analysis are summarised in Table S2-20 in Appendix 5.2. The results suggested that employing techniques for doing things with clear, practical advantages ( $r=.030$ ,  $p=.833$ ), organising information using visual objects, including mind and concept maps ( $r=.157$ ,  $p=.266$ ), having the curiosity to explore more information ( $r=.173$ ,  $p=.220$ ) and visualising information ( $r=.150$ ,  $p=.287$ ) were not predictors of achievement, because the correlation coefficients were not significant. However, feeling more comfortable absorbing verbal information ( $r=.302$ ,  $p=.030$ ) was significant, because the correlation coefficient was significant and positive. Positive correlation means that the more the participants received verbal explanation, the higher the grade they obtained. Thus, feeling more comfortable absorbing verbal information led to higher achievement.

#### **5.4.9 Learning Strategies for Writing**

As indicated in Table S2-21 in Appendix 5, there was a strong positive correlation between one item of self-regulated learning and achievement. Making a draft of a composition in Indonesian prior to writing the English composition ( $r=.414$ ,  $p=.002$ )

was a predictor of achievement, because the correlation coefficient was significant and positive. The positive coefficient means that the more drafts the student made of a composition in Indonesian prior to writing the English composition, the higher the grade they achieved. However, seeking an opportunity to practice and master writing skills ( $r=.039$ ,  $p=.785$ ), identifying words to use in a composition ( $r=.158$ ,  $p=.263$ ), making drafts in English ( $r=.121$ ,  $p=.394$ ) and rephrasing unknown words when writing ( $r=-.062$ ,  $p=.661$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **5.4.10 Cognitive Strategies for Writing**

As can be seen in Table S2-22 in Appendix 5.2, cognitive strategies for writing were not predictors of achievement, because the correlation coefficients were not significant: identifying subjects for repetition ( $r=.190$ ,  $p=.178$ ), writing a summary for each learning activity ( $r=.251$ ,  $p=.072$ ), organising new vocabulary items regularly to recall them easily ( $r=-.149$ ,  $p=.293$ ), rehearsing new knowledge in order to learn more successfully ( $r=.058$ ,  $p=.684$ ) and duplicating patterns of sentences to improve learning ( $r=-.220$ ,  $p=.117$ ).

#### **5.4.11 Metacognitive Strategies for Writing**

The results (see Table S2-23 in Appendix 5.2) suggested that the items of metacognitive strategies for writing were not predictors of achievement, because the correlation coefficients were not significant: setting a target to achieve in order to improve learning ( $r=-.129$ ,  $p=.363$ ), following the course guidelines ( $r=.068$ ,  $p=.630$ ),

doing self-assessment to identify subjects they are still weak at ( $r=.041$ ,  $p=.772$ ), returning to the completed work to make necessary revisions ( $r=-.115$ ,  $p=.416$ ) and evaluating the learning strategies ( $r=.136$ ,  $p=.337$ ).

#### **5.4.12 Locus of Control**

The results from correlation analysis between the items of locus of control and achievement can be seen in Table S2-24 in Appendix 5.2. The results suggested that: students believed that grades were indicative of their writing skills ( $r=-.373$ ,  $p=.006$ ) and taking responsibility for their achievement ( $r=-.335$ ,  $p=.015$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficient was negative. For example, the more the students were responsible for their achievement, the lower the grade they obtained. As the coefficient was negative, having positive thoughts that grades were indicative of their writing skills and taking responsibility for their achievement led to achieving less well. However, the other three items of locus of control were not predictors of achievement, because the correlation coefficients were not significant: taking responsibility for learning ( $r=.029$ ,  $p=.838$ ), working hard to achieve goals ( $r=.039$ ,  $p=.784$ ) and feeling pessimistic about improving writing skills ( $r=-.218$ ,  $p=.121$ ).

#### **5.4.13 View on Feedback**

Data in Table S2-25 in Appendix 5.2 indicate that the items regarding feedback were not predictors of achievement, because the correlation coefficients were insignificant: appreciate feedback from a lecturer/online tutor ( $r=-.246$ ,  $p=.078$ ), feedback improves

motivation ( $r=-.194$ ,  $p=.167$ ), feedback serves to inform the quality of the writing ( $r=-.240$ ,  $p=.087$ ), feedback given by a lecturer/online tutor may improve the students' writing skills ( $r=-.046$ ,  $p=.747$ ) and preferring to have formative feedback ( $r=.061$ ,  $p=.669$ ).

#### **5.4.14 Normality Test**

The Chi-square test, Binomial and Kolmogorov-Smirnoff tests were run to evaluate the distribution of the responses of the variables. The data were analysed based on the following criteria:

- If the Kolmogorov-Smirnoff test indicated Significance  $>.05$ , the data are distributed normally;
- If the Kolmogorov-Smirnoff test indicated Significance  $<.05$ , the data are not distributed normally.

Of 60 items, only two items had a significance level above .05 (see Appendix 5.3). This indicates that the majority of responses was not distributed normally. To identify the interrelated patterns of the items and the possibility of reducing a number of items, a factor analysis was run. The items were divided into two groups in which each group consisted of 30 items as factor analysis required the number of participants to be higher than the number of items (Hair et al., 2010).

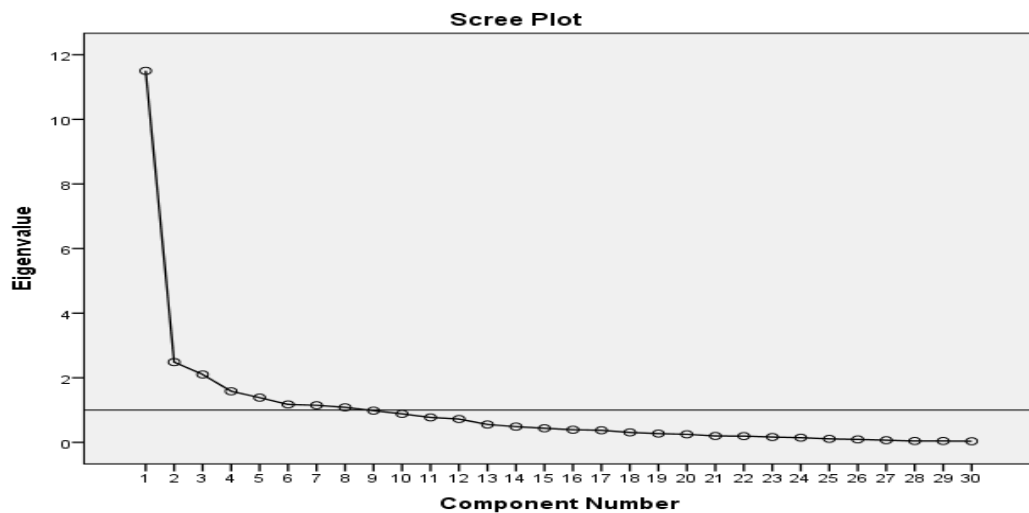
## Group One

Group one consisted of question 9a to 10v (30 items). The results demonstrate that the Kaiser-Meyer-Olkin (KMO) was .733 and Bartlett's significance was .000 (see Table 5.2 below). The results indicated that factor analysis of Group One was worthwhile.

**Table 5.2** KMO and Bartlett's Test of Group One

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.733
Bartlett's Test of Sphericity	Approx. Chi-Square	1096.728
	Df	435
	Sig.	.000

The Scree plot of the Group One shows that eight items had Eigenvalues greater than 1 (see Figure 5.1 below).



**Figure 5.1** Scree Plot of Group One

The validity test with the rotated component matrix showed that all questionnaire items were valid (factor loading  $\geq .40$ ) (Hair et al., 2010). Appendix 5.4 shows the results of the Rotated Component Matrix of Group One.

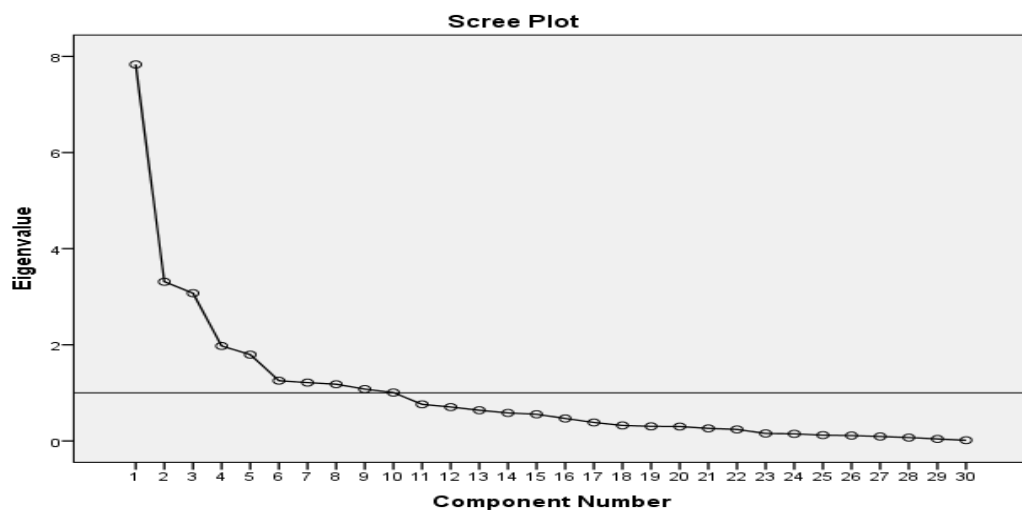
## Group Two

Group two consisted of items between number 10w and 11m (30 items). The results indicated that factor analysis was quite useful for Group Two. The KMO was .603 and Bartlett's significance was .000 (see Table 5.3).

**Table 5.3** KMO and Bartlett's Test of Group Two

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.603
Bartlett's Test of Sphericity	Approx. Chi-Square	977.934
	Df	435
	Sig.	.000

The Scree plot of Group Two indicated that there were ten items with Eigenvalues greater than 1 (see Figure 5.2).



**Figure 5.2** Scree Plot of Group Two

The items with high factor loading can be seen in Appendix 5.5. The Table in Appendix 5.5 shows that there are two questionnaire items (11f and 11g) with factor loadings less than 4.00. The researcher decided to include the two questionnaire items



in the next stage of data collection in order to identify their progress across the four levels of the writing courses.

#### 5.4.15 Summary of Correlation Analysis and Normality Test

Although most of the items showed a negligible relationship with the achievement, some items did show a significant relationship. The items that had a significant correlation with grades can be seen in Table 5.4.

**Table 5.4** Correlation Analysis Results

<b>Variables</b>	<b>Items</b>	<b>Strength</b>	<b>Direction</b>
Self-efficacy	: - Believe to have control of achievement.	Weak	Negative
Self-determination skills	: - Have an ability to regulate one's actions.	Moderate	Negative
Goal orientation	: - Focus on examination results.	Strong	Positive
Attributional styles	: - Attribute achievement to the burden of family/employment responsibilities.	Strong	Negative
Self-regulated learning	- Have self-seeking initiatives to pursue their goals	Weak	Positive
Learning styles for writing	: - Feel more comfortable absorbing verbal information.	Moderate	Positive
Learning strategies for writing	: - Made a draft of a composition in Indonesian prior to writing the English composition.	Strong	Positive
Locus of control	: - Have positive thoughts about the grades represented the skills. - Feel pessimistic about improving writing skills.	Moderate Moderate	Negative Negative

Based on the coefficients, the results suggested that focusing on examination results, feeling more comfortable to receive verbal information, making a draft of a composition in Indonesian prior to writing the English composition led to high achievement. However, believing to have control of achievement, having an ability to

regulate one's actions, family/employment responsibilities, having positive thoughts that grades were indicative of one's writing skills and feeling pessimistic about improving writing skills led to achieving less well.

Similar to the correlation results in the first stage, surprisingly the counterintuitive findings were also found in the second stage. To triangulate the counterintuitive findings, further investigation was conducted through the interviews with students, a lecturer and an online tutor. The discussion of the counterintuitive findings was discussed in Chapter 8 of this thesis.

Correlation analysis results of the second stage of data collection were further investigated in the third stage of data collection to give a better understanding of the factors that affected the participant achievement in the Writing 3 course.

As the number of questionnaire items were more than the number of participants, they were divided into two groups in order to run factor analysis. Test of Chi-square test, Binomial and Kolmogorof-Smirnoff Test indicated that the majority of the responses to the variables of the questionnaire were not normally distributed. The results showed that factor loadings for each questionnaire item indicated that the questionnaire items would be used in the following stage of data collection.

### **5.5 Non-Continuing Participants**

Of the 52 participants who took the second survey, 31 participants continued to register for the Writing 3 examination. Four participants mentioned on the

questionnaire that they did not intend to register for the Writing 3 course, because they took the Writing 3 course concurrently with Writing 2 course in Semester 1. An email was sent to 17 participants who did not continue to register for the Writing 3 course asking them for the reason for not continuing. Thirteen participants replied.

Six participants said that they registered for the Writing 3 course together with the Writing 2 course in Semester 1. One participant failed to attend the examination. Three participants took other courses instead of registering for the Writing 3 course in Semester 2. Two participants decided to take a study break and one participant decided to resign.

#### **5.5.1 Taking a Study Break**

Two participants decided to resign on a temporary basis due to personal and financial matters. This may represent a major challenge faced by distance learning students because they take care of other personal matters as well as their studies.

*I have got a very big family problem. This takes my time and attention. I decided to take a study break until I have settled the problem. (X782)*

*I did not have enough money to pay the school fees. I decided not to register for any courses in Semester 2 of 3013. (X301)*

#### **5.5.2 Dropping out**

One participant decided to resign permanently due to personal and employment matters. The reasons seemed to be the accumulation of burdensome tasks as a student in addition to taking care of personal activities and studies.

*I had a new post in my employment and my responsibilities increased. This new post took my energy and attention. I worked until late in the evening. I also had to take care of my children when I arrived home. This affected my study time. It was hard to study because my English was not good. I think that this was not effective so that I decided to resign. (X493)*

The reason to resign permanently due to rudimentary knowledge of English was also mentioned by a participant who resigned from the Programme of Study in the first survey.

### **5.5.3 Summary of Non-Continuing Participants**

While the majority of the participants continued to register for the following level of the writing course, a small number of the participants were confirmed as not continuing due to three reasons. Firstly, the registration system enabled students to register on some courses at the same time, although some courses were prerequisites. Secondly, personal and financial matters led the participants to take a study break. Thirdly, the conflict between study and employment/family roles and poor English knowledge made it difficult for these participants to cope with their studies, which eventually prevented them from continuing their studies.

### **5.6 Analysis of Responses to Open-Ended Questions**

The open-ended questions for the second survey asked the participants to identify the most significant academic improvement they achieved in the current semester compared to the previous semester when studying the Writing 1 course. Two important

aspects of academic improvement were identified: the overall quality of academic improvement and the improvement in certain aspects of academic issues.

### **5.6.1 The Quality of Academic Improvement**

The analysis of the responses reveals useful information about the level of improvement that the participants experienced. In terms of the intensity, the responses were categorised into three types: no improvement, moderate improvement, and strong improvement.

#### **5.6.1.1 No Academic Improvement**

Three participants said that they did not feel any academic improvement after studying the Writing 2 course. Having no academic improvement had an effect on their emotions, including feeling inferior.

*Compared to the last semester, there is no academic improvement I felt. Instead the grade I got this semester dropped drastically! I got A for the Writing 1 course last semester, but now I got a C for the Writing 2 course. In fact, the questions were almost the same. When I did the test, I was sure that I would get the best grade but I was wrong. (X968)*

*No improvement... I felt inferior. I must study harder. (X545)*

#### **5.6.1.2 Moderate Academic Improvement**

Three answers indicated moderate academic improvement. Two participants mentioned that their understanding of the grammar was better than the previous

semester when studying the Writing 1 course while one participant said that after studying the Writing 2 course, they were able to make more structured compositions.

*My understanding of the grammar now was slightly better than the previous semester. (X326)*

*When making a composition, I can conceptualise the composition based on my idea and imagination so that it was more structured. (X893)*

### **5.6.1.3 Strong Academic Improvement**

Forty-five answers indicated strong academic improvement. The strong improvement generally focused on understanding the grammar, obtaining more vocabulary words and writing more structured compositions.

*My understanding of the grammar improved significantly. I know the tenses to use when writing a composition. (X466)*

*I am more able to make good compositions in the English language. (X464)*

### **5.6.2 Aspect of the Improvement**

The following procedure was used to identify the aspects of academic improvement the participants achieved. Four themes that related to academic improvement were identified: understanding the grammar, having more vocabulary, developing more structured compositions and having better speaking skills. Interestingly, academic achievement stimulated the participants' enthusiasm and confidence. Hence, six themes were identified.

### 5.6.2.1 Understanding the English Grammar

Seventeen participants mentioned that they were more able to use correct grammar when making a composition compared to the previous semester. Improvement in understanding the grammar seems to indicate that the participants had succeeded in developing a learning strategy to understand the grammar. In the first stage, as an illustration, 18% of the participants noted that understanding the grammar was one of the serious challenges they faced during studying the Writing 1 course.

*The most significant academic improvement I felt after I had studied the Writing 2 course material was that I was able to spontaneously know the correct tenses or structures when making a composition or when speaking. (X589)*

*I can now write a composition more fluently because I have understood the English grammar and the sentence structures that I learnt from the Writing 2 course material. (X797)*

### 5.6.2.2 Having More Vocabulary

Sixteen participants also pointed out that their English vocabulary had doubled. Similar to grammar, poor vocabulary was considered a challenge that the participants met in the previous semester. In fact, having many more new words had an impact on the participants' writing skills.

*My new vocabulary increased so that I am able to make a composition which consists of 150 words... I can explain something to other people, such as showing direction or a place. (X662)*

*I now have many more (English) words. (X096)*

### 5.6.2.3 Developing More Structured Compositions

Twenty-nine participants said that their compositions were more organised in terms of more appropriate and various word selections, and more complex and more systematic. Improvement in developing more structured composition seems to be in line with the improvement in understanding the grammar and the improvement in vocabulary.

*Compared to the last semester, (now) I am able to make a better composition with more complex sentences. The composition is more flowing and well-structured. In addition, the words I use in the compositions that I write are more various. (X295)*

*I feel that I understand the technique for making a good English composition. I also have many more new words so that I can make better compositions. (X378)*

### 5.6.2.4 Having Better Speaking Skills

In addition to experiencing improvement in writing skills, two participants said that their speaking skills improved as well.

*I can communicate with English speaking people, both written and spoken in my workplace. (X437)*

### 5.6.2.5 Feeling More Enthusiasm

Three participants were more enthusiastic to study. They also mentioned that their reading skills improved and thus it helped them improve their learning process.

*The improvement I feel is that I can understand the meaning of sentences that I read which eventually helps me make more various sentences. I enjoy the learning process. This is an exciting learning experience. The learning process not only improved my knowledge and (writing) skills, but also developed my interest. In addition, I*



*found a method to study. As a result, I can enjoy studying the Writing 2 course material. (X103)*

#### **5.6.2.6 Feeling More Confident**

Academic improvement had an impact on the participants' confidence. Five participants mentioned that they were more confident with their compositions.

*I feel that my grammar understanding improved and I feel that I am more confident to write in the English language. (X077)*

*I have many more (English) words compared to the last semester. I feel more confident when making a composition. (X077)*

#### **5.6.3 Summary of Analysis of Responses to Open-Ended Questions**

The analysis of self-report revealed that the majority of the participants felt they gained strong academic improvement. Although the level of improvement varied considerably from one participant to another, there had been a great improvement in the range of English writing skills and knowledge, which in turn influenced the participants' motivation to study and confidence about their writing skills. It is likely that improvement in academic aspects affected non-academic aspects. On the contrary, the participants who had no academic achievement were less confident.

### **5.7 Data Analysis of Interviews**

The interviews involved eight students, a lecturer and an online tutor as representatives of the second stage. The interview aimed to obtain further information from the three types of interviewees. To maintain consistency, the term "students" refers to the interviewed student, "lecturer" refers to the Writing 2 course lecturer, "online tutor"

refers to the Writing 2 online tutor and “tutees” refers to students who participated in the Writing 2 online tutorial. The summary of the interviewee characteristics can be seen in Table 5.5 below.

**Table 5.5** Characteristics of the Interview Participants

No	Interviewee code	Sex	Study hours per week	Employment status	Job relevancy	Writing 2 Grade
1	X443	F	>10 hours	employed	<50%	C
2.	X466	F	<5 hours	employed	<50%	A
3.	X 464	F	5-10 hours	employed	<50%	A
4.	X589	F	<5 hours	employed	<50%	A
5.	X515	M	<5 hours	employed	<50%	A
6.	X103	M	5-10 hours	employed	<50%	A
7.	X096	F	<5 hours	employed	<50%	C
8	X326	F	<5 hours	employed	< 50%	A
9	Lecturer	M	NA	NA	NA	NA
10.	Online tutor	M	NA	NA	NA	NA

### 5.7.1 Interviews with the Students

The interview carried out with eight students (two males and six females) was expected to obtain a better understanding of their view’s of the distance learning system and development in their learning as well as their views of the learning process that potentially had a relationship with achievement. The students were in full time employment. Four broad themes were identified from the analysis: familiarity with the distance learning system, implementing new learning strategies, point of view regarding the course material and point of view regarding the examination materials.

### 5.7.1.1 Familiarity with the Distance Learning System

All students mentioned that they had attempted to understand the distance learning system through various information sources before they registered for the Programme of Study. The information about the distance learning system was mostly obtained from other colleagues who had joined the university earlier.

*Before I had decided to study at X (name of the open university), I asked for information from some friends who had registered and they told me that I had to buy books and study by myself. In addition, there no face-to-face meetings. I think this would become a challenge for me, learning without a teacher. (X103)*

It was important to highlight the concept of ‘learning without a teacher’ as mentioned by the student above. In order to cope with the total absence of physical meetings with the lecturer, the student practised the idea of ‘becoming a teacher for oneself’ during the learning process. The student realized the importance of being an independent student in distance learning. Furthermore, the student understood that distance learning demanded that students become autonomous and able to organize individual learning plans, including coping with problems, looking for other sources and seeking help if necessary.

*I am required to become a teacher of mine. I have to do everything by my own (during the learning process). If I have problems such as the course material late delivery or I don't understand a subject, I have to solve them by myself. ... I have to teach myself to organize my study. (X326)*

Although students had tried to understand the system employed in distance learning before enrolling in the Programme of Study, they said that the practice, in fact, was different from what they had anticipated.

*I thought that there would be a lecturer who came to teach us in person... A friend told me that if we wanted a lecturer to teach us, we had to pay him, something like that. Then, I knew that at X (name of the university), we had to study independently. (X466)*

Furthermore, two students mentioned that after studying at a distance learning university for two semesters, their views on distance learning changed. Initially they thought that those who studied at a distance learning university pursued certificates or sought bachelor degrees without difficulty. This student's view on distance learning might represent a common misconception of distance learning in Indonesia.

*I used to think that people who studied in a distance learning mode only pursued a degree with less effort. I got the impression from my friends who studied at X (name of the university) in 1998. But now, the university has developed well, the quality of teaching and learning improved significantly and provided complete course material. (X515)*

Seven students mentioned that they experienced development in understanding the distance learning system compared to the previous semester. In addition, they were more aware of their responsibilities and commitments as distance learning students.

*Now, I can adapt myself to the distance learning system offered by X (name of the university). I get used to learning through the online tutorial, doing self-assessments on the (university) website and the course material as well as from other resources, such as websites. (X589)*

#### **5.7.1.2 Implementing New Learning Strategies**

Regarding learning management, there were two types of students identified: those who retained the learning strategy that they used when studying the Writing 1 course in the previous semester (three students) and those who changed their learning strategy (five students). The first type of students who retained their initial learning strategy said that they employed the same strategy because they believed that the strategy was

effective, which was culminated in obtaining a good grade in the Writing 1 examination. Another student stuck to the same strategy, but increased the learning intensity.

*Principally, (the learning strategy was) totally the same. In the first and the second semester, I used the same learning strategy, but the portion was different. I made more efforts and allocated more time to study the Writing 2 course. (X103)*

The second grouping was the students who changed their learning strategy. Five students mentioned that compared to the previous semester, when studying the Writing 1 course, the learning strategy they used to study the Writing 2 course improved. The decision to make a change was based upon two reasons. Firstly, two students realized that the Writing 2 course was more complicated than the Writing 1 course and there were many more things to study in the Writing 2 course.

*I think the way I studied Writing 2 course was different (compared to when studying Writing 1 course). I learnt from the questionnaire in the first survey about making a learning timetable, I made a timetable for my own to study Writing 2 course. (X464)*

*(The learning strategy was) different. Writing 1 course seemed to consist of subjects that I learnt in high school. Therefore, I was more confident to study. I think that Writing 2 course was a bit more complex in terms of difficulty. (X466)*

Secondly, four students realized that they had to improve their skills and ability in the English language in the current semester. They were aware that they had to gain more knowledge and improve in English language skills by changing their learning strategy.

*(I changed my learning strategy) because it was a must for us, especially for me. Why do I this? Because we must have an improvement every day, we must transform, we must increase our ability in the English language so that our knowledge will improve. (X326)*

*Based on my experience in the first semester, I realized that the way I studied was not good. I need to make a change to improve my knowledge. I had to find a strategy to master the English language. (In the second semester) I write more frequently. (X096)*

The change in the learning strategy seems to have had a strong impact on the students' skills and knowledge of the English language. Four students mentioned improvement in English language skills when discussing the new learning strategy they used to study the Writing 2 course.

*Now, when I am writing, I do not use a dictionary anymore (to find the words I will use) and I now can find out the mistakes that I make. For example, subject verb agreement. If the subject is plural, the verb must be plural, I know it. In the previous semester, I did not understand the grammar and now I understand the tenses. (X326) My friend said that my English improved and I had more various word selections when writing. They said, 'Your writing is more enjoyable and it seems that you expressed what you wanted to clearly because you chose the right words.' (X103)*

Another learning strategy that five students adopted was to participate in the online tutorial and online social media. Similar to the Writing 1 online course, participation in the Writing 2 online tutorial was not compulsory.

*I joined the online tutorial and the tutor introduced some subjects that were taken from the internet. This was interesting because I could find new information to compare and also to broaden my knowledge. (X326)*

*I used social media network. I joined the English group in Facebook. There were some members who worked as English instructors in English courses. I asked them to review my writings. (X103)*

In the online tutorial, the students were able to contact and get feedback from the online tutor directly. The students were also able to contact other students who registered for the same online courses and get and give feedback. Since the online tutorial was based upon the course material, the students were able to discuss the

subjects they did not understand with the tutor and other students. In addition, the students were able to explore more learning sources in order to enrich their understanding of a subject. This practice seems to have been effective in overcoming the feelings of isolation which the previous data analysis indicated was a serious challenge. A comment that related to the advantage of online tutorial was:

*The tutor introduced many new things in the online tutorial. The topics were sometimes taken from the internet so that I could browse to get more understanding. ... The benefit of participating in online tutorial was that I got feedback from the tutor so that I knew the mistakes I made. (X326)*

Two students highlighted the quality of the feedback given by the online tutor.

*When commenting on my writing assignment, the tutor said, 'Your writing is too complicated to be corrected.' I do not understand what it means. Does it mean the grammar or the plot of the story? Does 'complicated' mean bad or good? (X589)*

Another student was reluctant to contact the online tutor to resubmit similar questions or to have a confirmation. The student's reluctance to make additional contacts with the tutor was an important issue to investigate. There could be an association with the cultural values that the student believed in.

*Once, the tutor said that he could not give feedback because he was very busy... I sent an email, but until now I have not got any reply. I realized that he must be very busy. I was reluctant to disturb his activities. (X326)*

Further discussion about feedback in online tutorials was investigated through an interview with the Writing 2 online tutor.

### 5.7.1.3 The Viewpoint Regarding the Course Material

Of the eight students, two did not purchase the Writing 2 course material. One of them, however, borrowed the Writing 2 course material from a friend, while the other looked for other learning sources. The questions that related to the Writing 2 course material were addressed to seven students who purchased or borrowed the Writing course material. There were four themes which were generated from the analysis:

- the course material as the main learning source,
- Continuity of the course material, including the level of difficulty and complexity;
- the strengths and weaknesses of the course material, and
- The appropriateness of the Writing 2 course material in distance learning.

#### Course Material as the Main Learning Source

Seven students said that they used the Writing 2 course material as the main learning source. As a supplement, they accessed the internet to obtain more explanations about the topics or subject they studied, joined the online tutorial, or contacted other students to have a discussion. The method employed was different among the students.

*I read all modules in the Writing 2 course material. I read the introduction of each module to understand the objective. I read and tried to understand each topic, I read and remember it. I then browsed the internet to obtain more information and I also used online chatting to speak with native speakers. I learnt from them how they communicated. (X103)*

*I brought the Writing 2 course material to my workplace. I read it during the break or when I have finished my work. (X515)*



## Sustainable Lesson Plans

Seven students mentioned that there was a continuation of the subjects that were discussed in the Writing 1 course material and the Writing 2 course material. The continuation, particularly, was about the grammar lessons. Meanwhile, in terms of difficulty and complexity, six students considered that the topics or subjects in the Writing 2 course material were more advanced than the Writing 1 course material. On the other hand, one student said that the level of difficulty and complexity of the Writing 2 course material was not too different from the Writing 1 course material.

*In my opinion, I found a continuation of the subjects between the Writing 1 course material and the Writing 2 course material. I am sure that the Writing 2 course material was more difficult than the Writing 1 course material because there were many more subjects that were discussed. (X515)*

*I found that the Writing 2 course material was more complex than the Writing 1 course material. However, the scope of materials discussed was not too far from what I had studied in the Writing 1 course material. In terms of difficulty level, I expected that the Writing 2 course material was more difficult. As an illustration, I compared the Writing 1 course with Beginner level and I expected that the Writing 2 material was equal to Intermediate level. In fact, I found that the Writing 2 was equal to Pre-intermediate level. As a conclusion, the degree of difficulty and complexity between the two courses was moderate. (X326)*

Two students, who found the Writing 2 course material difficult, were considering taking a study break or resigning.

*Probably, I would not resign, but I will take a study break. (X096)*

*Actually, I wanted to resign because I cannot afford to study. But my daughter did not allow me. I was also afraid to make my boss upset (if I resigned). So, I continued my studies. (X464)*

The second comment given by the students emphasised the importance of extrinsic stimulation to promote motivation. This also indicated that the support from family

and employment were important factors to succeed in the study. The comment also indicated that motivation was unstable, on one occasion it might be high, however on another occasion it might be low. After further investigation, it was found that the students who considered taking a study break or resigning had similar characteristics: limited time to study the Writing 2 course material, long working hours per week, and less time and opportunity to practice writing. This information was an important point because if these conditions persisted or became worse, it would lead to the resignation of the students' participation. In other words, it is possible that students would drop out because they could not cope with the learning environment.

### **Strengths and Weaknesses of the Writing 2 Course Material**

Seven students gave positive feedback on the Writing 2 course material. They said that the course material was effective because it was written in simple language which was followed by examples and exercises.

*The subjects in the Writing 2 course material were presented clearly. Even some subjects were explained in more detail. I knew it because I have tried to compare them by searching from the internet. ... I was able to understand the explanations through reading the written explanations. I did not need to meet the author of the course material to understand the subjects. (X103)*

*The Writing 2 course material was very rich in exercises and it provoked me to do the exercises. (X515)*

Other positive feedback on the Writing 2 course material was regarding its use of Indonesian to explain the subjects, so that the students who were still in the early stages in learning the English language benefited, especially when they had to study the course by themselves.

*What I like from the Writing 2 course material was that the explanation was in the Indonesian. This made the course material more complete because the Indonesian language provided more understanding on the subjects that I learnt. I understood better how to write. (X443)*

Two students mentioned the weaknesses of the course material. Negative feedback on the Writing 2 course material, particularly focused on four issues: too many pages of the course material, late delivery (for those who lived overseas), typographical errors, and replicated lessons. Comments related to the four issues are:

*I do not know why the course material, not only Writing 2 course material, tends to be very thick so that I am very scared even before I read it. I wonder if I can finish reading it. ... Why they are not made very simple. I hope that X (name of the university) provides much simpler course material because we study alone, without any tutors. (X096)*

*I almost find typos in all course material, not only in Writing 2 course material. It is the weakness of the course material... A subject explained in the first chapter, for example, is re-discussed somewhere in the later chapters... We met X (name of a person) from X (name of the university) and we complained about the late delivery of the course material. (X326)*

### **The Appropriateness of the Writing 2 Course Material in Distance Learning**

All students agreed that the Writing 2 course material was appropriate for use by distance learning students. As a self-contained course material, the Writing 2 course material provided explanations about the objectives of each module so that the students were able to set the most appropriate learning strategy. Seven students emphasised the effectiveness of the structure of the course material, which enabled them to assess their understanding of a subject they learnt by doing the formative test, which was completed with answer keys and a formula to measure the achievement.

*I read the Introduction Chapter of each module. I must understand the objectives of the module, what is the target, what it expects from me as the student. After I understand, I set the way I learn. (X103)*

*For example, after I read the explanation, I could continue to do the tests which were quite similar to the examination. (X443)*

#### **5.7.1.4 The Viewpoint Regarding the Examination Materials**

Two groups of students had a different point of view about the relationship between the examination materials and the Writing 2 course material. The first group which consisted of four students said that the examination was relevant to the Writing 2 course material. They mentioned that the questions in the Writing 2 examination were relevant to the subjects which were explained in the Writing 2 course material.

*The questions in the Writing 2 examination were quite relevant to what I studied in the Writing 2 course material. (X103)*

*I think that there was a relationship between the examination materials and the course material. However, I made many mistakes in the examination. (X515)*

The second group consisted of three students. They commented that the examination was irrelevant to the Writing 2 course material. The following comments reflect the views of the two groups:

*I think that the examination materials were different from what I studied in the Writing 2 course material. (X096)*

*The Writing 2 course material and the examination materials were irrelevant. I do not know why the questions in the examination were inconsistent with what I had studied in the Writing 2 course material.... The Writing 2 examination asked me to develop my imagination. (X443)*

Five students highlighted the need to improve the quality of the examination material because they were unable to represent the whole of the Writing 2 course material.

Hence, five participants mentioned that the examination material did not assess their skills and understanding of the topics they studied optimally.

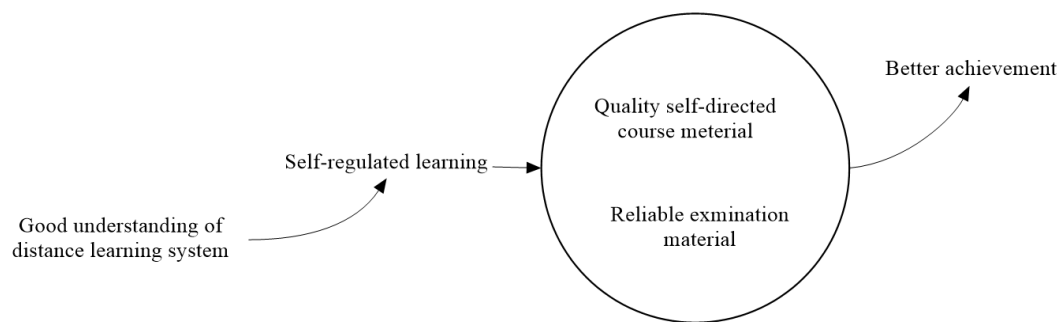
*I think that the examination materials were unable to assess my understanding of the subjects I studied in the Writing 2 course material. My friends also had the same idea with me. I wonder why it was only about writing a letter. Many subjects were not assessed. If I had known the question was to write a personal letter, I would have merely focused on that subject. (X464)*

#### **5.7.1.5 Summary of Interview with the Students**

Looking for information about distance learning prior to enrolling on the Programme of Study was an important finding from the interviews with students. This suggests that they were aware of their individual responsibility as distance learning students. The awareness of being independent students improved in line with the improvement in understanding the distance learning system. Students were aware of adopting the most appropriate learning strategies, including participating in online tutorials which enabled them to connect with the online tutor, other students and other learning sources. With regard to the online tutorials, students found that feedback from the online tutor had not met their expectations.

The majority of students gave a positive feedback on the Writing 2 course material. Written explanation in Indonesian helped students learn writing better in a distance learning mode. To gain more information, some students accessed the internet. Regarding the level of difficulty, a minority of students found the subjects in Writing 2 difficult. Although this view was articulated by a minority of students, there was a potential mismatch between the Writing 2 course material and the examination material. Improvement of the examination material was deemed necessary. In brief,

having a good understanding of the distance learning system, which, in turn, established self-regulated learning, quality course material and reliable examination material could be seen as important combined factors in attaining better achievement in the Writing 2 course. Figure 5.3 below illustrates the relationship between the issues based on the students' perspectives.



**Figure 5.3** Factors that Relate to a Better Achievement

### 5.7.2 Interview with the Lecturer

The Writing 2 course lecturer and the Writing 1 course lecturer principally had similar roles and responsibilities. The interview with the lecturer aimed to achieve a better understanding of the role of the lecturer in the learning process. The interview focused on four main issues: the role of the lecturer in the learning process, the relationship between the lecturer and course material, the relationship between the lecturer and examination materials and the relationship between the lecturer and students.

### 5.7.2.1 The Lecturer's Role in the Learning Process

The lecturer was not involved in the learning process. As an illustration, there was no communication regarding academic matters between the lecturer and the students. The lecturer did not know about the number of students who registered for the Writing 2 course, the number of students who took the Writing 2 examination or the number of students who failed and/or succeeded.

*I did not have access to the record of students registered for the Writing 2 course. It's the university policy. (Lecturer)*

Under these circumstances, the lecturer was unable to characterize how the students studied in the semester. This situation also was experienced by the Writing 1 course lecturer. In fact, from the interview with the students, it was found that they expected that the lecturer would be involved.

*I hope that there is a lecturer whom I can contact if I have something to ask. The lecturer can give further explanation to the subjects that I am studying. (X103)*

The analysis of the transcripts of the interviews carried out with the students and the lecturer revealed a significant mismatch between the students' expectations and the system or policy of learning support. The lecturer, however, said that the lecturer's name, email address, as well as a telephone number were written in the preface of the course material. It appeared that the participants did not know the information, so in turn they did not know the lecturer and how to contact him/her.

*Once, my friends told me that there was a lecturer to contact if we had a problem. They said that the lecturer could reply our email, but I did not know the lecturer's name. (X466)*

### 5.7.2.2 Relationship between the Lecturer and Course Material

The lecturer was not involved in developing the Writing 2 course material because it had been published before the lecturer was appointed. The lecturer emphasised that he rarely read the Writing 2 course material.

*I read the Writing 2 course material approximately 20 hours a semester. (Lecturer)*

The lecturer, however, explained that a more intensive reviewing of the Writing 2 course material is undertaken prior to the revision which normally takes place every five years.

*We revised the course material every five years. I was not involved in the revision because previously X (name of a person) was the lecturer of this course. I replaced him last year. (Lecturer)*

### 5.7.2.3 Relationship between the Lecturer and Examination Material

The lecturer mentioned that once the course material was completed and ready to print, the lecturer together with other lecturers within a team developed the examination material. The team developed 10 sets of examination material and stored them in the question bank.

*We have already developed the examination materials. I did not develop the examination materials because I was not involved in the course material development. We have the question bank to store examination materials. We take a set every semester for the examination. (Lecturer)*

Furthermore, the lecturer did not mark the examination papers. The examination paper marking process took place in appointed Regional Offices. The Regional Offices hired lecturers from other conventional universities to mark the examination papers. This



was again the policy of the university. The policy prevented the lecturer from knowing the examination results.

*I did not mark the examination papers. The examination papers were marked in the Regional Offices. (Lecturer)*

#### **5.7.2.4 Relationship between the Lecturer and Students**

The lecturer said that there was no communication in the form of email, telephone or in person between the lecturer and students who registered for Writing 2 course. The lecturer said:

*I have never communicated with the students. I have never received any emails or telephone calls. (Lecturer)*

From the interview with the students, it was found that many of the students expected to have a direct communication with the lecturer.

*In Writing 2 course, I have never contacted the lecturer. Actually, I wanted to have a consultation with him. Unfortunately, I did not know how to contact him and I did not know the procedure. (X103)*

The lecturer realized that serving a lot of students would not be easy because they had their own academic or administrative problems. The lecturer suggested that there should be a limitation on the number of students who registered for a course within a semester. Limiting the number of students would enable the lecturer to monitor the progress and provide effective academic counselling.

*An ideal number of students who registered for Writing 2 course or for all writing courses were 50 students every semester so that the management would be more effective. (Lecturer)*

#### **5.7.2.5 Summary of the Interview with the Lecturer**

Very poor communication between the lecturer and students remained an issue identified from the interview with the lecturer. This led the lecturer to fail to engage in the students' learning process. As a consequence, the lecturer was not able to identify, for example, the challenges that students faced during learning the Writing 2 course. In addition, the lecturer had a minimum interaction with the course material. Similarly, the lecturer was not involved in developing the examination material and examining the examination papers. To create a more effective communication and learning process, the lecturer suggested that the university limited the number of students per semester for each course. In this way, the lecturer would be able to maximise academic support to the students. To summarise, the interview with the Writing 2 course lecturer was unable to determine many factors that could affect student achievement from the lecturer's perception. However, the idea of reducing the number of students was an important issue.

#### **5.7.3 Interview with the Online Tutor**

The online tutor had the same roles and responsibilities with the Writing 1 online tutor. The objective of conducting the interview with the online tutor was to gain more detailed understanding of the online tutor's perception of how the online tutorial influenced the students' learning methods as well as student achievement. Five themes were identified from the interview with the online tutor: online tutorial management, the large number of online tutees, feedback, and the online tutor's role and responsibilities.

### 5.7.3.1 Online Tutorial Management

The number of tutees in the online tutorials varied. In order to make the online tutorial run well, the university set a policy of establishing new virtual classes if the number of tutees in an online course was more than 300. If, for example, there were 500 tutees in one online tutorial course, they were split into two virtual classes and a new tutor was appointed to manage the new virtual class.

*According to the university policy, one virtual class consists of maximum 300 tutees. (Online tutor)*

One hundred and eighty-seven tutees participated in the Writing 2 online course that was carried out for eight weeks and consisted of eight sessions. In each session, the tutees were invited to participate in a discussion and do exercises. Three assignments were given in the third, fifth and seventh sessions. To manage the online course with such a large number of tutees, the online tutor made a schedule to check the discussion or to examine the assignments.

*I allocated a specific time in the morning to reply or answer the comments or questions. Every day, there were about 10 tutees who posted comments on student forum which discussed a question I gave. I have to do this because if I do not open the online tutorial and check the exercises or examine the assignment, I will be in trouble. For example, if I check the answers at the end of the session, there will be, let say 187, answers that I have to check. (Online tutor)*

The online tutorial primarily focused on what the tutees needed to understand the subjects being discussed. Motivating the tutees was also attempted, although it took only a small part.

*I focused on how the tutees understand the subjects in the online tutorial. I can say 80 to 90% were about the subjects, the rest was about recommendation for the tutees to study. It was like motivating them to study. (Online tutor)*

### 5.7.3.2 Large Virtual Class Size

The challenges of managing a large virtual class size were also raised by the online tutor. The online tutor mentioned that 187 tutees registered for the Writing 2 online tutorial and 120 tutees actively participated in each tutorial session. The large number of tutees prevented the online tutor from giving comprehensive feedback to each tutee.

*Giving feedback, especially for writing assignments was very hard. If there were 20 assignments submitted by the tutees in one day, it would not be manageable. Therefore, I always checked the online tutorial every day and examined the assignments sent by the tutees. (Online tutor)*

The online tutor said that the ideal number of tutees to participate in the online tutorial writing course was 80 tutees. The idea of having a limited number of tutees to register for a writing course in a semester was also echoed by the lecturer. In addition, this issue was also raised by the online tutor in the first stage.

### 5.7.3.3 Feedback

The online tutor gave two kinds of feedback to the tutees: score and comments. The online tutor mentioned that the online tutees appreciated both forms of feedback. In addition, the online tutor also encouraged other tutees to comment on tutees' assignments in the discussion forum.

*I gave two kinds of feedback, score and comments. So, the tutees got scores and my comments on the assignment they submitted. I gave them two kinds of feedback because if I only gave them scores, they would ask me "Can you show me the mistakes?" or if I gave them comment, they asked "What score I got for my assignment?". Other tutees can also give feedback in terms of comment, they cannot give score. (Online tutor)*

The online tutor emphasised that feedback had three functions: to motivate the online tutees, to show the mistakes that the online tutees made, and to build interpersonal relationships. The online tutor mentioned that feedback, particularly the comments, might motivate the tutees to study.

*The feedback I gave for example “Keep on reading the course material” or “Good job”. (Online tutor)*

The online tutor also identified and showed tutees the mistakes that they made in their assignments. It was expected that the tutees would learn from the comments or corrections.

*You used simple present in your sentences. In fact, you should have used simple past because your writing was about your experience. (Online tutor)*

Feedback also functioned to build interpersonal relationships. The online tutees had a close connection with the online tutor and also with other tutees.

*The online tutees got benefits because they could communicate with me directly and I could answer their questions. In addition, they would feel that they were treated fairly like a student of a traditional university. (Online tutor)*

The online tutor was aware of the importance of building interpersonal relationships in a distance learning context. This seems to be a relevant issue in the current study to keep away the feelings of isolation (discussed in the previous chapter) and consequent inability to study, which led the students to take a study break or resign (discussed in this chapter).

#### **5.7.3.4 Online Tutor's Role and Responsibilities**

The online tutor mentioned that his main role and responsibilities were to provide online learning support. The online tutor, especially in writing courses, played a vital role in advancing the tutees' skills in writing through providing feedback as a communication medium.

*Online tutor played an important role in improving the writing skills. During the discussion, the tutees could reply the feedback I gave and they could also ask for further explanation or they wanted to confirm if they got what I mean with my feedback. (Online tutor)*

#### **5.7.3.5 Progress Monitoring**

The online tutor found it difficult to monitor the progress of the tutees individually. Furthermore, the online tutor was not able to know how the online tutorial affected the tutees' achievement in the examination.

*Honestly, it was difficult to know if the tutees progressed. Practically, we could see the score of each assignment. However, the tutees could discuss their assignments with their friends before submitting or they asked someone else to do the assignment. There was no control to ensure that the tutees did the assignment without any help. (Online tutor)*

#### **5.7.3.6 Summary of the Interview with the Online Tutor**

Although the online tutor believed that the online tutorial was an important means to improve students' writing skills, a large virtual class size was considered a major challenge. The disadvantages of having a large number of tutees were: tutee progress monitoring was relatively difficult to conduct, and feedback provision was limited and time consuming.

To establish a more manageable online tutorial, the lecturer developed an idea to limit the number of tutees in one virtual class. A large number of tutees prevented the online tutor from providing each tutee with a comprehensive feedback. Having considered feedback, the online tutor was aware of feedback provision during the online tutorial to guide and motivate the tutees.

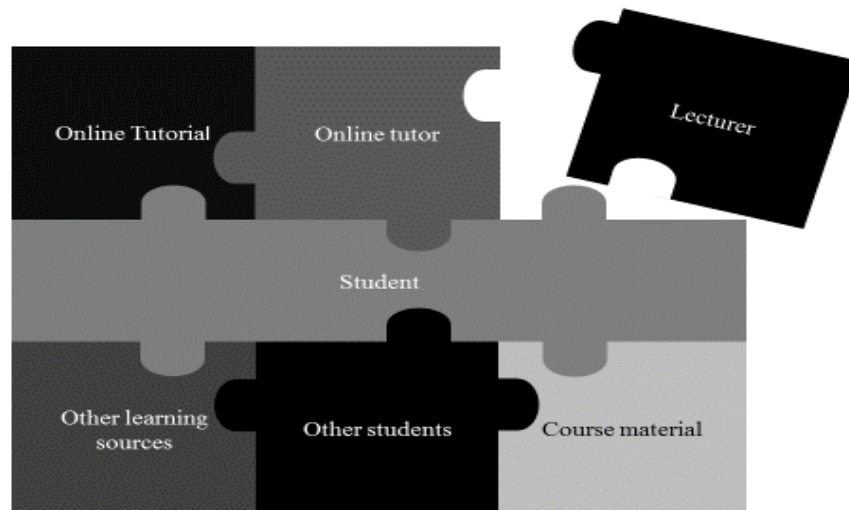
### **5.8 Chapter Summary**

The second stage participants (N=52) were those who previously took part in the first stage and proceeded to register for the Writing 2 course. Recurrent issues were identified, including limited time to study. The descriptive analysis suggested that the majority of the participants indicated high levels of agreement with the questionnaire items, which were grouped into 12 clusters. The descriptive analysis reveals 41 items with a high mean score ( $\geq 3.8$ ). For instance, the high self-efficacious participants believed that they controlled learning achievement, they experienced improvement in writing skills and had a firm commitment to studying. The correlation analysis results between the items of the twelve variables and achievement were unsatisfactory. The majority of results indicated a weak and insignificant correlation. However, nine items were identified as having a significant correlation with achievement the Writing 2 examination. The items that led to high achievement were: focusing on examination results, feeling more comfortable absorbing verbal information, having self-seeking initiative to pursue their goals and making a draft of a composition in Indonesian prior to writing the English composition. The test of normality indicated that the responses to the questionnaire items were not normally distributed.

The results showed that a small number of participants resigned due to two major reasons: the inability to cope with family/employment responsibilities and weak English skills. From the responses to the open-ended questions, it was found that the majority of the participants had a significant academic improvement. Meanwhile, the interviews conducted with eight students (two males and six females) revealed that the students were more aware of their responsibilities, including selecting the most appropriate learning strategies to use. Turning to the course material, the students had generally a positive view. In the meantime, it seems that there may be a need to improve examination material in terms of consistency with the course material.

The interview with the lecturer revealed that the lecturer was not involved in the learning process. There was no evidence that the lecturer and students communicated. On the other hand, the students expected to have a communication channel with the lecturer. It seems that there was a missing link between the lecturer and the students. Limited information about the lecturer's involvement in the learning process led to inadequate information about factors that might affect student achievement in Writing 2 examination. Furthermore, among the important issues identified from the interview with the online tutor, the inequality between the online tutor and the tutees was a major issue that affected the quality of the feedback given. The results from the interviews with the students, the lecturer and the tutor suggested that the lecturer was not involved in the learning process in Semester 2. Figure 5.6 below illustrates the relationship between the student, the lecturer and the online tutor in the learning process.





**Figure 5.4** The Current Relationship between Students and Other Elements during the Learning Process

The students who registered for the online tutorial were connected with the online tutor, other students, other learning sources, course material, but not connected with the lecturer. The students who did not register for the online tutorial might be connected with other students, other learning sources, or the course material, but were not connected with the online tutor and lecturer.

## **CHAPTER 6: DATA ANALYSIS OF THE THIRD STAGE**

### **6.1 Introduction**

This chapter presents the analysis of data from the third stage of data collection. The data and analysis of the third stage were built on the findings from the previous stage. The analysis was divided into two parts: quantitative analysis and qualitative analysis. The quantitative analysis consisted of descriptive and correlation analyses. The descriptive analysis focused on the frequency and the percentage of the answers. The correlation analysis aimed to investigate the correlation between the questionnaire items and achievement. Meanwhile, the qualitative analysis consisted of the analysis of the answers to the open-ended questions, self-report and the interview transcripts with the students, the lecturer and the online tutor. The analysis of responses to the open-ended questions aimed to investigate the factors that contributed to the improvement of learning English writing in the distance learning mode. The analysis of the interview transcripts with the students, the lecturer and the online tutor aimed to identify the factors related to students' learning processes which are, in turn, related to their achievement.

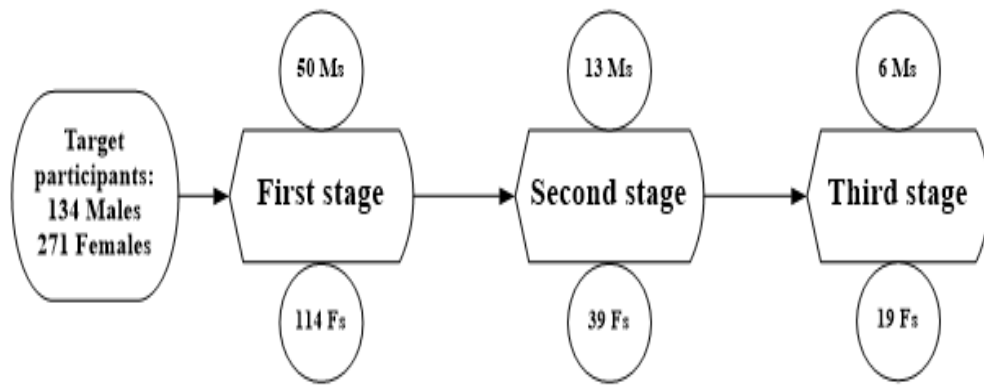
It is important to note that the number of participants in this stage was very small, although several approaches were taken to improve the participation rate. Since it was below the minimum requirement for generalizability and representativeness (O'Leary, 2014), the conclusions of correlation analysis should be viewed with caution.

## **6.2 Participants in the Third Stage**

To maintain consistency, the term “participants” in this chapter refers to the students who participated in the third stage of data collection by completing the questionnaires. The analysis focused on participants’ personal information. The results of the analysis were presented descriptively.

### **6.2.1 Demographic Information**

Of the 52 participants in the second stage of data collection, 31 participants proceeded to register for the Writing 3 course. However, six participants failed to complete the questionnaires (the rate of return was 81%). As in the previous stage of data collection, several approaches were taken to increase the rate of return. The participants in the third stage of data collection comprised of six males (24%) and 19 (76%) females (N=25). A high number of females were inevitable as the participants were volunteers and the females dominated the number of students who registered for the writing course in the first stage. The participant composition based on gender up to the third stage of data collection can be seen in the following figure. The trend towards the involvement in the surveys was dominated by females.



**Figure 6.1** Gender Based Composition of Participants in the Three Stages of Data Collection

The participants aged less than 23 years were nine, the ones aged between 23 and 30 years were also nine, those aged between 31 and 38 years were six and the ones aged over 38 years was one. In terms of occupation, two participants were not in employment and 23 participants were in employment. Among those who were in employment, six participants worked less than 40 hours per week, two participants worked 40 hours per week and 15 participants worked more than 40 hours per week.

### 6.2.2 Personal Information and Preparation for Learning

Seven participants did not purchase the Writing 3 course material. To resolve the absence of the course material, two participants borrowed the course material from friends/the library, three participants asked their colleagues to teach them and two participants gave up. Eighteen participants who purchased the course material said that it met their expectations. They were invited to supply a brief optional explanation. Of the 18 participants who purchased the course material, 10 submitted reasons. Six participants mentioned that the course material was more advanced than the previous

writing course material, in terms of task complexity and task difficulty, so that they were able to improve their learning skills.

*Writing 3 course material contains the topics that were suitable to develop my learning skills. They helped me improve my writing skills. I feel a significant improvement after I learnt the course material. (X103)*

*I see that the topics were presented systematically in terms of complexities if I compared them with the topics discussed in the Writing 1 and 2 course materials. (X443)*

Regarding study hours, 21 participants studied the Writing 3 course for less than 5 hours a week and four participants studied it between 5 and 10 hours a week. Table 6.1 below summarises the participants' information since the first stage.

**Table 6.1** Participants' Information

ID	Course Materials			Study Hours Per Week		
	Writing 1	Writing 2	Writing 3	Writing 1	Writing 2	Writing 3
X811	Yes	Yes	Yes	<5	5-10	<5
X433	Yes	No	No	<5	<5	<5
X315	Yes	Yes	Yes	<5	<5	<5
X527	Yes	Yes	Yes	5-10	5-10	<5
X515	Yes	No	Yes	>10	<5	<5
X103	Yes	Yes	Yes	<5	5-10	5-10
X443	Yes	Yes	Yes	<5	>10	5-10
X404	Yes	Yes	Yes	5-10	<5	<5
X797	Yes	Yes	Yes	<5	<5	<5
X662	Yes	Yes	Yes	<5	<5	<5
X326	Yes	Yes	Yes	5-10	<5	<5
X589	No	No	No	<5	<5	<5
X893	No	No	No	<5	<5	<5
X096	Yes	Yes	No	<5	<5	<5
X529	Yes	Yes	Yes	<5	<5	<5
X539	Yes	Yes	Yes	5-10	<5	<5
X381	Yes	Yes	Yes	<5	<5	<5
X854	Yes	Yes	Yes	<5	5-10	5-10
X661	Yes	Yes	Yes	<5	<5	<5
X089	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<5	<5	<5
X231	<b>No</b>	<b>Yes</b>	<b>No</b>	<5	<5	<5
X968	<b>No</b>	<b>No</b>	<b>No</b>	<5	<5	<5
X589	Yes	Yes	Yes	5-10	5-10	<5
X537	Yes	Yes	Yes	<5	<5	<5
X401	Yes	Yes	Yes	<5	<5	5-10

Of the 25 participants, three had once failed in the Writing 3 examination. In other words, they retook the Writing 3 course.

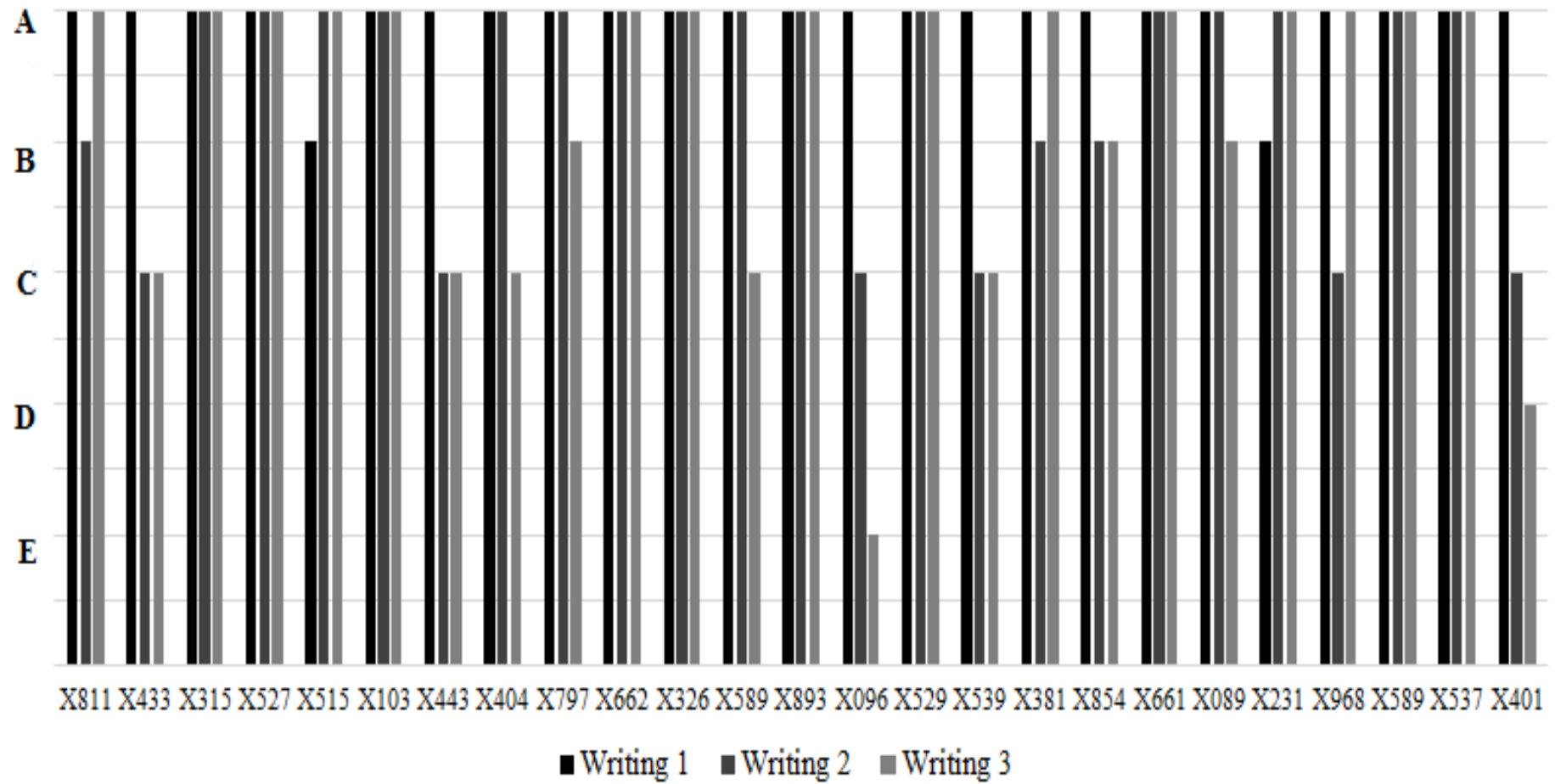
Twenty-four participants indicated that they would register for the Writing 4 course in the following semester. Eleven of them submitted the reasons for continuing their studies. The reasons submitted fell into two categories: to learn more about writing and to accomplish the programme in order to get a degree.

*I want to improve my knowledge, especially my writing skills.*  
(X443)

*... because I have to take all courses to get a degree. (X527)*

In contrast, one participant pointed out that she would not register for the Writing 4 course in the following semester (without giving particular reasons).

In terms of achievement, 10 participants (X315, X527, X103, X662, X326, X893, X529, X661, X589 and X537) were stable across achievement by obtaining A grades since they took the Writing 1 course. Two participants (X515 and X231) showed an improvement. Three participants (X811, X381 and 968) indicated they had fluctuating achievement. Four participants (X433, X443, X539 and X854) obtained the same grades for the last three writing courses, although they were lower than the grades in the Writing 1 examination. Meanwhile, six participants (X404, X797, X589, X096, X089 and X401) obtained lower grades in the Writing 3 examination compared to the previous writing examinations. Figure 6.2 below illustrates the achievement of the third stage participants.



**Figure 6.2** Participants' Examination Results



### **6.2.3 Summary of Information about Participants in the Third Stage**

Twenty-five participants (six males and 19 males) participated in the third stage of data collection. The majority of participants purchased the Writing 3 course material and had a positive view of the course material. Those who did not purchase it sought alternative approaches to help them study. Limited time to study was a recurrent finding because of family/employment responsibilities. Three participants identified that they had taken the Writing 3 course. More than half of the participants of the third stage of data collection obtained a high grade/A in the examination. Few participants obtained a lower grade compared to the Writing 1 course, although their grades in the last three writing courses were consistent. However, it was important to note that a small number of participants did not show improvement; the grades they obtained tend to decline. In brief, there were two kinds of participants: high achievers and low achievers.

### **6.3 Descriptive Data Analysis**

The questionnaire items were grouped into twelve variables to make the analysis more comprehensive; each variable consisted of five items. Five-point Likert scales of agreement were used to measure the responses of the third stage participants. The analysis focused on the frequency and the percentage of the responses and the mean score of each result. The criteria mean score were: high ( $\geq 3.8$ ), moderate (2.4 to 3.7) and low (1 to 2.3).

### **6.3.1 Self-Efficacy**

Table S3-1 in Appendix 6.1 presents the descriptive analysis of the participants' self-efficacy. The mean score on the two items of self-efficacy suggested a high level of agreement: having a firm commitment to studying ( $M=4.00$ ) and believing to experience improvement in writing skills. ( $M=3.88$ ). Meanwhile, the mean score on three items of self-efficacy demonstrated a moderate level of agreement: believing to have control of achievement ( $M=3.72$ ), having high levels of innovation and skills to cope with problems ( $M=3.68$ ) and having difficulty in controlling study management ( $M=3.64$ ).

The data suggested that highly self-efficacious participants had a firm commitment to studying the Writing 3 course and believed they experienced improvement in writing skills. Patterns of response to the first and second items were similar. It indicates that highly self-efficacious participants believed they not only controlled achievement, but also experienced improvement in their writing skills.

### **6.3.2 Self-Determination Skills**

The results presented in Table S3-2 in Appendix 6.1 suggested that the mean score on four items of self-determination indicated a high level of agreement: having an ability to take charge of learning ( $M=4.24$ ), having a responsibility to be self-directed (4.08), having an ability to make choices based on personal interests ( $M=3.96$ ) and having a responsibility to be goal-oriented ( $M=4.24$ ). Meanwhile, a moderate level of agreement was shown by having an ability to regulate one's actions ( $M=3.72$ ).

It seems the participants with high self-determination skills were those who took charge of studying, had a responsibility to be self-directed, had an ability to make choices based on personal interests and had a responsibility to be goal-oriented. The patterns of responses to the items of self-determination varied.

### **6.3.3 Goal Orientation**

As shown in Table S3-3 (see in Appendix 6.1), the mean score on four items of goal orientation indicated a high level of agreement: focusing on mastering the subjects ( $M=4.16$ ), making greater efforts to improve his/her understanding of certain subjects ( $M=3.88$ ), setting the best performance standards ( $M=4.08$ ) and appreciating feedback or judgement from others ( $M=4.64$ ). The mean score for focusing on examination results ( $M=2.64$ ) indicated a moderate level of agreement.

The results suggested that the participants with a high goal orientation were those who focused on mastering the subjects, made greater efforts to improve their understanding of certain subjects, set the best performance standards and appreciated feedback or judgement from others. Participants showed different patterns of response to the items of goal orientation.

### **6.3.4 Attributional Styles**

It can be seen from the data in Table S3-4 in Appendix 6.1 that the mean score on one item of attributional styles indicated a high level of agreement: attributing achievement to studying hard ( $M=4.72$ ). Meanwhile, the mean score on three items of

attributional styles indicated a moderate level of agreement: attributing achievement to not studying from the Writing 3 course material ( $M=3.56$ ), attributing achievement to personal efforts to cope with learning barriers ( $M=3.60$ ) and attributing achievement to the burden of family/employment responsibilities ( $M=3.32$ ). The mean score for attributing failure to examination correctors/markers ( $M=2.24$ ) indicated a low level of agreement.

Overall, the results suggested that the participants of the third stage of data collection had a tendency to attribute achievement to internal attributions for their achievement in the Writing 3 examination. Patterns of response to the items of attributional style varied.

### **6.3.5 Autonomy**

Table S3-5 in Appendix 6.1 shows that the mean score on two items of autonomy indicated a high level of agreement: having responsibility for learning on their own ( $M=4.04$ ) and having a responsibility for doing a self-assignment ( $M=4.00$ ). Meanwhile, the mean score on three items indicated a moderate level of agreement: having an ability to do a self-diagnosis ( $M=3.76$ ) having an awareness of understanding the learning objectives ( $M=3.44$ ) and having an ability to do a self-diagnosis ( $M=3.76$ ).

The results suggested that the autonomous participants had a responsibility for learning on their own and had a responsibility for doing self-assignments. Patterns of

response to the fourth and fifth items of autonomy were similar. This suggests that the participants who did self-assignments had an ability to do a self-diagnosis.

### **6.3.6 Self-Regulated Learning**

As can be seen from Table S3-6 in Appendix 6.1, the mean score on four items of self-regulated learning indicated a high level of agreement: formulating a study plan ( $M=4.16$ ), assessing a study plan ( $M=3.80$ ), implementing a study plan ( $M=3.92$ ) and having self-seeking initiatives to pursue their goals ( $M=4.12$ ). Meanwhile, the mean score for creating a good learning environment ( $M=3.76$ ) indicated a moderate level of agreement.

The results suggested that the participants with high self-regulated learning strategy skills formulated a study plan, assessed the study plan, implemented it and had self-seeking initiatives to pursue their goals. Patterns of response to the first and fifth items of self-regulated learning were similar. This could indicate that the participants who formulated a study plan had self-seeking initiatives to pursue their goal. In addition, the patterns to the third and fourth items were similar. This suggests that the participants who implemented a study plan created a good learning environment

### **6.3.7 Learning Styles for Writing**

As shown in Table S3-7 in Appendix 6.1, the mean score on two items of learning styles for writing indicated a high level of agreement: having the curiosity to explore more information ( $M=3.92$ ) and visualising information ( $M=3.93$ ). Meanwhile, the

mean score on three items of learning styles for writing indicated a moderate level of agreement: employing techniques for doing things with clear practical advantages ( $M=2.56$ ), organising information using visual objects, including mind and concept maps ( $M=3.56$ ) and preferring verbal explanations ( $M=3.48$ ).

The results suggested that the most applied learning styles for writing by participants were exploring more information and visualising information. From the response frequency and percentage, it can be seen that the pattern of responses to the items of learning styles for writing were distributed diversely.

### **6.3.8 Learning Strategies for Writing**

The results in Table S3-8 in Appendix 6.1 showed that the mean score on two items of learning strategies for writing indicated a high level of agreement: seeking an opportunity to practice and master writing skills ( $M=4.00$ ) and rephrasing unknown words when writing ( $M=4.28$ ). Meanwhile, the mean score for identifying words to use in a composition ( $M=3.16$ ), making drafts in English ( $M=3.64$ ) and making a draft of a composition in Indonesian prior to writing the English composition ( $M=3.16$ ) indicated a moderate level of agreement.

The results suggested that the learning strategies that were mostly used to learn the Writing 2 course involved seeking an opportunity to practice and master writing skills and rephrasing unknown words when writing. Patterns of response to all items of learning strategy were different.

### **6.3.9 Cognitive Strategies for Writing**

Table S3-9 in Appendix 6.1 shows that the mean score on two items of cognitive strategies for writing indicated a high level of agreement organising new vocabulary items regularly to recall them easily ( $M=3.80$ ) and duplicating patterns of sentences to improve learning ( $M=3.80$ ). Meanwhile, the mean score on three items indicated a moderate level of agreement: identifying subjects for repetition ( $M=3.56$ ), writing a summary for each learning activity ( $M=3.64$ ) and rehearsing new knowledge to learn more successfully ( $M=3.64$ ).

The results suggested that the most employed cognitive strategies for writing in the third stage of data collection were organising new vocabulary items regularly to recall them easily and duplicating patterns of sentences to improve learning. Patterns of response to rehearsing new knowledge to learn more successfully and duplicating patterns of sentences to improve learning were similar. This suggests that duplicating patterns of sentences was a method employed to rehearse new knowledge.

### **6.3.10 Metacognitive Strategies for Writing**

As summarised in Table S3-10 in Appendix 6.1, the mean score on three items of metacognitive strategies for writing indicated a high level of agreement: setting a target to achieve to improve learning ( $M=4.00$ ), doing self-assessment to identify subjects they were still weak at ( $M=3.96$ ) and returning to the completed work to make necessary revisions ( $M=4.36$ ). Meanwhile, the mean score for following the course

guidelines ( $M=3.56$ ) and evaluating the strategy used and determining the strengths and weaknesses of the strategy ( $M=3.76$ ) indicated a moderate level of agreement.

The results suggested that the most adopted metacognitive strategies for learning Writing 3 were: setting a target to achieve in order to improve learning, doing self-assessment to identify the subjects they were still weak at and returning to the completed work to make necessary revisions. Patterns of response to the first and third items of metacognitive strategies for writing were similar. This indicates that the participants who set a target were those who did self-assessment.

#### **6.3.11 Locus of Control**

Table S3-11 in Appendix 6.1 shows that the mean score on two items of locus of control indicated a high level of agreement: having positive thoughts that grades were indicative of their writing skills ( $M=4.36$ ) and taking responsibility for their achievement ( $M=4.52$ ). Moderate levels of agreement with locus of control were indicated by taking responsibility for learning ( $M=3.56$ ) and working hard to achieve goals ( $M=3.44$ ). Meanwhile, the mean score for feeling pessimistic about improving writing skills ( $M=2.20$ ) indicated a low level of agreement.

The results suggested that in terms of the ability to control achievement, participants of the third stage of data collection believed that the grades they obtained in the Writing 3 examination were indicative of their writing skills and they were responsible for attaining a better achievement. The patterns of responses to the items of locus of control were different.



### **6.3.12 View on Feedback**

Table S3-12 in Appendix 6.1 shows that the mean score of five items of feedback indicated a high level of agreement: appreciating feedback from a lecturer/online tutor (M=4.56), believing that feedback improved motivation (M=4.28), believing that the feedback served to inform the quality of the writing (M=4.52), believing that feedback given by a lecturer/online tutor may improve the students' writing skills (M=4.68) and having a preference to have formative feedback (M=4.24).

Patterns of response to the first, second and third items were similar. This suggests that the participants who appreciated the feedback from the lecturer/online tutor believed that feedback might improve their writing skills and that it might help them identify the quality of their writings.

### **6.3.13 Summary of Descriptive Analysis**

The majority of the participants in the third stage indicated high levels of agreement with the items of the 12 variables. The level of agreement was based on the mean score and was categorised into three levels of strength: high ( $\geq 3.8$ ), moderate (2.4 to 3.7) and low (1 to 2.3). In summary, the results showed that the positive characteristics of the participants can be seen in the following table.

**Table 6.2** The Characteristics of the Third Stage Participants

<b>Variables</b>	<b>Implementation</b>
Self-efficacy	: - Had a firm commitment to studying; - Believed to experience improvement in writing skills.
Self-determination skills	: - Had an ability to take charge of learning; - Had an ability to make choices based on personal interests; - Had a responsibility to be self-directed; - Had a responsibility to be goal-oriented.
Goal orientation	: - Focused on mastering the subjects; - Made greater efforts to improve his/her understanding of certain subjects; - Set the best performance standards; - Appreciated feedback or judgement from others.
Attributional styles	: - Attributed achievement to studying hard.
autonomy	: - Had responsibility for learning on their own; - Had a responsibility for doing a self-assignment.
Self-regulated learning	: - Formulated a study plan; - Assessed the study plan; - Implemented a study plan; - Had self-seeking initiatives to pursue their goals.
Learning styles for writing	: - Had the curiosity to explore more information; - Utilized dictionary/accessed the internet when making compositions; - Visualised information.
Learning strategies for writing	: - Sought an opportunity to practice and master writing skills; - Rephrased unknown words when writing.
Cognitive strategies for writing	: - Organised new vocabulary items regularly to recall them easily; - Duplicated patterns of sentences to improve learning.
Metacognitive strategies for writing	: - Set a target to achieve to improve learning; - Did self-assessment to identify subjects they were still weak at; - Returned to the completed work to make necessary revisions.
Locus of control	: - Had positive thoughts about grades were indicative of their writing skills; - Took responsibility for their achievement; - Felt pessimistic about improving writing skills.
View on feedback	: - Appreciated feedback from a lecturer/online tutor; - Believed that feedback improved motivation; - Believed that feedback served to inform the quality of the writing; - Believed that feedback given by a lecturer/online tutor might improve the students' writing skills; - Preferred to have formative feedback.

## **6.4 Correlation Analysis**

A correlation analysis was conducted to investigate the items that had a relationship with achievement. The analysis also examined the direction of the correlation, the correlation coefficient (r-value) and probability (p-value) of pair items - the level of significance of the correlation. The r-value was categorised by five criteria: very strong (.70 or higher), strong (.40 to .69), moderate (.30 to .39), weak (.20 to .29) and very weak or negligible (.01 to .19).

### **6.4.1 Preparation for Learning**

As can be seen in Table S3-13 in Appendix 6.2, the results suggested that purchasing the Writing 3 course material ( $r=.239$ ,  $p=.251$ ), study time allocation ( $r=.309$ ,  $p=.132$ ) and previous experience of taking the Writing 3 course ( $r=-.291$ ,  $p=.159$ ) were not predictors of achievement, because the correlation coefficients were not significant.

### **6.4.2 Self-Efficacy**

As shown in Table S3-14 in Appendix 6.2, believing to have control of achievement ( $r=-.632$ ,  $p=.001$ ) and having a firm commitment to studying ( $r=-.411$ ,  $p=.041$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficients were negative. The negative correlation suggested that, for example, the more the participants believed they controlled achievement, the lower the grade they attained. Similarly, the more the participants were committed to study, the lower the grade they obtained. Thus, believing to have control of achievement and having a

firm commitment to studying led to achieving less well. However, believing to experience improvement in writing skills ( $r=-.134$ ,  $p=.524$ ), having a firm commitment to studying ( $r=-.357$ ,  $p=.080$ ) and having difficulty to control the study management ( $r=.241$ ,  $p=.246$ ) were not indicators of achievement, because the correlation coefficients were not significant.

#### **6.4.3 Self-Determination Skills**

As can be seen in Table S3-15 in Appendix 6.2, the results suggested that having an ability to take charge of learning ( $r=-.424$ ,  $p=.035$ ), having a responsibility to be self-directed ( $r=-.417$ ,  $p=.038$ ) and having a responsibility to be goal-oriented ( $r=-.426$ ,  $p=.034$ ) were predictors of achievement, because the correlation coefficients were significant, albeit negative. A negative coefficient means, for example, that the more the participants were able to take charge of their learning, the lower the grade they obtained. Therefore, having an ability to take charge of learning, having a responsibility to be self-directed and having a responsibility to be goal-oriented led to achieving less well. However, having an ability to make choices based on personal interest ( $r=-.171$ ,  $p=.414$ ) and having an ability to regulate one's own actions ( $r=-.188$ ,  $p=.367$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **6.4.4 Goal Orientation**

As presented in Table S3-16 in Appendix 6.2, the results showed that making greater efforts to improve one's understanding of certain subjects ( $r=-.468$ ,  $p=.018$ ) and

setting the best performance standards ( $r=-.500$ ,  $p=.011$ ) were predictors of achievement, because the correlation coefficients were significant, but the coefficients were negative. A negative coefficient suggested that the more the participants made greater efforts to improve their understanding of certain subjects and the higher the standards the participants set, the lower the grade they obtained. Thus, these two items of goal orientation led to achieving less well. However, focusing on mastering the subjects ( $r=-.339$ ,  $p=.098$ ), focusing on examination results ( $r=.229$ ,  $p=.278$ ) and appreciating feedback or judgement from others ( $r=-.133$ ,  $p=.528$ ) were not predictors of achievement, because the correlation coefficients were insignificant.

#### **6.4.5 Attributional Styles**

The data in Table S3-17 in Appendix 6.2 show that the burden of family/employment responsibilities was a predictor of achievement ( $r=-.534$ ,  $p=.006$ ), because the correlation coefficient was significant, but the coefficient was negative. A negative coefficient indicated that the more the participants had family/employment responsibilities, the lower the grade they obtained. Thus, family/employment responsibilities led to achieving less well. However, attributing failure to examination correctors/markers ( $r=.247$ ,  $p=.234$ ), attributing achievement to studying hard ( $r=-.189$ ,  $p=.366$ ), attributing achievement to not studying from the Writing 3 course material ( $r=.219$ ,  $p=.293$ ) and attributing achievement to personal efforts to cope with learning barriers ( $r=-.187$ ,  $p=.369$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **6.4.6 Autonomy**

As can be seen in Table S3-18 in Appendix 6.2, the results suggested that using the most suitable learning strategy ( $r=.027$ ,  $p=.896$ ), having an awareness of understanding the learning objectives ( $r=.006$ ,  $p=.976$ ), having a responsibility for doing self-assignment ( $r=-.280$ ,  $p=.176$ ) and having an ability to do a self-diagnosis ( $r=-.203$ ,  $p=.331$ ) were not predictors of achievement, because the correlation coefficients were not significant. However, having responsibility for learning on their own ( $r=-.464$ ,  $p=.020$ ) was, because the correlation coefficient was significant, but negative. A negative correlation implies that the more responsibilities for learning on their own that the participants had, the lower the grade they obtained. Thus, having responsibility for learning on their own led to the students achieving less well.

#### **6.4.7 Self-Regulated Learning**

Table S3-19 in Appendix 6.2 shows that formulating a study plan ( $r=-.416$ ,  $p=.039$ ) and having self-seeking initiatives to pursue their learning goals ( $r=-.467$ ,  $p=.018$ ) were predictors of achievement because the correlation coefficients were significant, but the coefficients were negative. A negative correlation means that, for example, the more the participants formulated a study plan, the lower the grade they obtained. Thus, formulating a study plan and having self-seeking initiatives to pursue learning goals led to achieving less well. However, assessing the study plan ( $r=-.224$ ,  $p=.283$ ), implementing a study plan ( $r=.029$ ,  $p=.892$ ) and creating a good learning environment ( $r=.233$ ,  $p=.262$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **6.4.8 Learning Styles for Writing**

Table S3-20 in Appendix 6.2 suggests that none of the learning styles for writing adopted by students had a significant correlation with achievement: employing techniques for doing things with clear practical advantages ( $r=.200$ ,  $p=.337$ ), organising information using visual objects, including mind and concept maps ( $r=.065$ ,  $p=.759$ ), having the curiosity to explore more information ( $r=.160$ ,  $p=.445$ ), visualising information ( $r=.034$ ,  $p=.873$ ) and feeling more comfortable absorbing verbal information ( $r=-.022$ ,  $p=.919$ ).

#### **6.4.9 Learning Strategies for Writing**

Table S3-21 in Appendix 6.2 indicates that seeking an opportunity to practice and master writing skills was an indicator of achievement ( $r=-.408$ ,  $p=.043$ ), because the correlation coefficient was significant, but negative. A negative coefficient means that the more the participants sought an opportunity to practice and master writing skills, the lower the grade they obtained. Meanwhile, making a draft of a composition in Indonesian prior to writing the English composition was also a predictor of achievement ( $r=.534$ ,  $p=.006$ ), because the correlation coefficient was significant and the coefficient was positive. A positive coefficient means that more practice to make a draft of a composition in Indonesian prior to writing the English composition was associated with the higher grade the participants obtained. Thus, seeking an opportunity to practice and master writing skills led to the students achieving less well. In contrast, making a draft of a composition in Indonesian prior to writing the English composition led to high achievement.

The other items of learning strategies for writing were not predictors of achievement, because the correlation coefficients were not significant: seeking an opportunity to practice and master writing skills ( $r=-.133$ ,  $p=.525$ ), making drafts in English ( $r=-.007$ ,  $p=.973$ ) and rephrasing unknown words when writing ( $r=-.153$ ,  $p=.466$ ).

#### **6.4.10 Cognitive Strategies for Writing**

As seen in Table S3-22 in Appendix 6.2, the results showed no strong correlation between cognitive strategies for writing and achievement. Overall, the results suggested that identifying subjects for repetition ( $r=-.229$ ,  $p=.272$ ), writing a summary for each learning activity ( $r=-.303$ ,  $p=.141$ ), organising new vocabulary items regularly to recall them easily ( $r=-.168$ ,  $p=.423$ ), rehearsing new knowledge to learn more successfully ( $r=-.283$ ,  $p=.171$ ) and duplicating patterns of sentences to improve learning ( $r=-.177$ ,  $p=.398$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **6.4.11 Metacognitive Strategies for Writing**

Table S3-23 in Appendix 6.2 shows that returning to completed work to make necessary revisions ( $r=-.464$ ,  $p=.019$ ) was a predictor of achievement, because the correlation coefficient was significant, but the coefficient was negative. A negative coefficient means that the more time the participants spent rechecking their compositions, the lower the grade they obtained. So, returning to the completed work to make necessary revisions led to achieving less well. A probable explanation given



by two students during the interview was that they did not have the ability to evaluate whether their compositions had followed the instructions of the tasks.

*I do not know because I do not understand. There should be a feedback from the lecturer to say that this is correct or not correct.*  
(X404)

The other items of metacognitive strategies for writing were not predictors of achievement, because the correlation coefficients were not significant: setting a target to achieve in order to improve learning ( $r=-.333$ ,  $p=.103$ ), following the course guidelines ( $r=.101$ ,  $p=.632$ ), doing self-assessment to identify the subjects that were still weak at ( $r=-.179$ ,  $p=.404$ ), evaluating the strategy used and determining the strengths and weaknesses of the strategy ( $r=-.287$ ,  $p=.164$ ).

#### **6.4.12 Locus of Control**

As can be seen in Table S3-24 in Appendix 6.2, the results suggested that the items of locus of control were not predictors of achievement, because the correlation coefficients were not significant: taking responsibility for learning ( $r=-.008$ ,  $p=.972$ ), working hard to achieve goals ( $r=-.180$ ,  $p=.389$ ), having positive thoughts that grades were indicative of their writing skills ( $r=-.351$ ,  $p=.086$ ), taking responsibility for their achievement ( $r=-.271$ ,  $p=.190$ ) and feeling pessimistic about improving writing skills ( $r=.335$ ,  $p=.101$ ).

#### **6.4.13 View on Feedback**

The results of this analysis indicated that there was no significant correlation between the items on feedback and achievement (see Table S3-25 in Appendix 6.2). Overall,

the results suggested that appreciating feedback from a lecturer/online tutor ( $r=-.136$ ,  $p=.516$ ), feedback improved motivation ( $r=-.164$ ,  $p=.433$ ), feedback serves to inform the quality of the writing ( $r=-.148$ ,  $p=.481$ ), feedback given by a lecturer/online tutor may improve the students' writing skills ( $r=.106$ ,  $p=.614$ ) and preferring to have formative feedback ( $r=.176$ ,  $p=.400$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **6.4.14 Normality Test**

To assess the pattern of responses that the participants submitted, the Chi-square, Binomial and Kolmogorov-Smirnoff tests were used. The results of the tests are presented in Appendix 6.3. Normality distribution was based on the following criteria:

- If the Kolmogorov-Smirnoff tests indicated Significance  $>.05$ , the data are distributed normally.
- If the Kolmogorov-Smirnoff tests indicated Significance  $<.05$ , the data are not distributed normally.

The majority of the items were not distributed normally (Sig.  $<.05$ ). A factor analysis was conducted to investigate the extent to which the items were related to each other. Since the number of participants was less than the number of items, the items were divided into three groups as recommended by Hair et al. (2010). As a result, there were three groups with each group consisting of 20 items.

### Group One

Group One consisted of items 8a up to 8t (20 items). The analysis showed that the Kaiser-Meyer-Olkin (KMO) was .455 and Bartlett's significance was .000 (see Table 6.3). The small size of KMO was due to negative correlation (IBM, 2011). As can be seen from the correlation analysis, of the 20 items of the Group One, 15 items had negative correlation with achievement.

**Table 6.3** KMO and Bartlett's Test of Group One

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.455
Bartlett's Test of Sphericity	Approx. Chi-Square	345.333
	df	190
	Sig.	.000

Furthermore, as can be seen in Figure 6.3 below, the analysis indicated that there were six components with Eigenvalues greater than 1.



**Figure 6.3** Scree Plot Group One

Careful attention to the items with a high loading ( $\geq .40$ ) was carried out. They were preserved and included in the next questionnaire. Appendix 6.4 presents the results of the Rotated Component Matrix of group one.

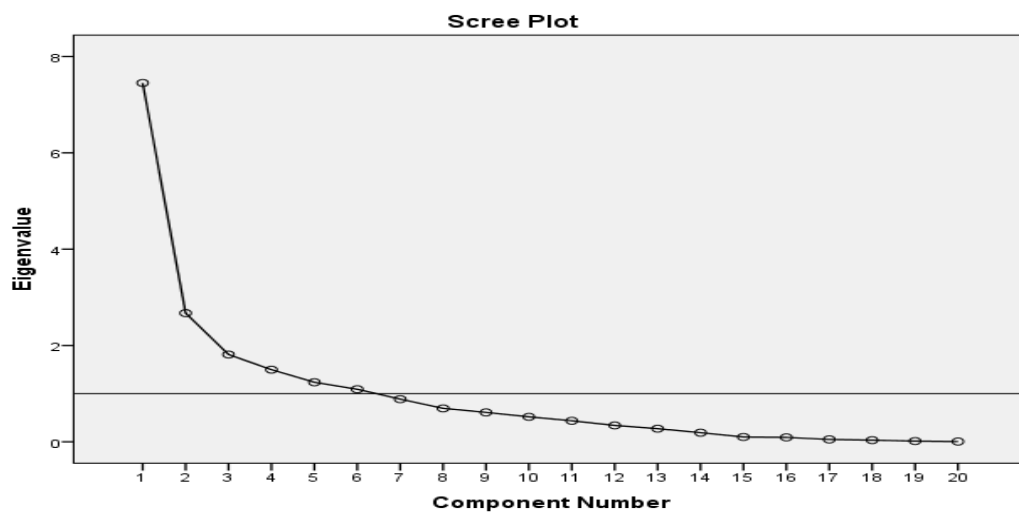
## Group Two

Group Two consisted of items 8u up to 9n (20 items). The KMO was .345 and Bartlett's significance was .000 (see Table 6.4). Similar to Group One, the majority of negative correlation results between the items and achievement led to the small KMO.

**Table 6.4** KMO and Bartlett's Test of Group Two

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.345
Bartlett's Test of Sphericity	Approx. Chi-Square	355.627
	df	190
	Sig.	.000

Figure 6.4 below shows that there were six components of Group Two with Eigenvalues greater than 1.



**Figure 6 4** Scree Plot Group Two

The Rotated Component Matrix of Group Two also indicated six components with Eigenvalues higher than 1. As shown in Appendix 6.5, components with high loadings were found in all items. The Rotated Component Matrix as shown in Appendix 6.5 indicated that the items of Group Two were valid as indicated by the factor loading of  $\geq .40$  and they should be included in the following questionnaire.

### Group Three

The last 20 items between 9o and 10h were in Group Three. As shown in Table 6.5, the KMO was .464 and Bartlett's significance was .000. Compared to Group One and Group Two, seven items of Group Three indicated a positive relationship with the achievement.

**Table 6.5** KMO and Bartlett's Test of Group Three

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.464
Bartlett's Test of Sphericity	Approx. Chi-Square	299.319
	df	190
	Sig.	.000

The Scree Plot of Group Three in Figure 6.5 below demonstrates five components with Eigenvalues greater than 1.



**Figure 6.5** Scree Plot Group Three

The rotated component matrix of Group Three indicated that the items of Group Three had high factor loadings ( $\geq .40$ ). The items were then included in the following questionnaire. Appendix 6.6 shows the items of Group Three with factor loadings of  $\geq .40$ .

#### 6.4.15 Summary of Correlation Analysis and Normality Test

Correlation analysis aimed to discover the variables that correlated with achievement. The analysis found 13 items that indicated a significant correlation with the achievement. The correlations were strong, but the directions were mostly negative. Thus, negative coefficients led to achieving less well. One item, making a draft of a composition in Indonesian prior to writing the English composition, was the online item that led to high achievement. Compared to the previous correlation analysis results, correlation analysis of the third stage of data collection indicated many stronger correlations, but less positive correlation. The summary of items with significant correlation with achievement can be seen in Table 6.6 below.

**Table 6.6** Correlation Analysis Results

<b>Variables</b>	<b>Statements</b>	<b>Strength</b>	<b>Direction</b>
Self-efficacy	– Believe to have control of achievement.	Strong	Negative
	– Have high levels of innovation and skills to cope with problems.	Strong	Negative
Self-determination skills	– Have an ability to take charge of learning.	Strong	Negative
	– Have a responsibility to be self-directed.	Strong	Negative
	– Have a responsibility to be goal-oriented.	Strong	Negative
Goal orientation	– Make greater efforts to improve his/her understanding of certain subjects.	Strong	Negative
	– Set the best performance standards.	Strong	Negative
Attributional styles	– Attributing achievement to the burden of family/employment responsibilities.	Strong	Negative
Autonomy	– Have responsibility for learning on their own.	Strong	Negative
Self-regulated learning	– Formulate a study plan.	Strong	Negative
	– Have self-seeking initiatives to pursue their goals.	Strong	Negative
Learning strategies for writing	- Seek an opportunity to practice and master writing skills.	Strong	Negative
	- Make a draft of a composition in Indonesian prior to writing the English composition.	Strong	Positive
Metacognitive	- Return to the completed work to make necessary revisions.	Strong	Negative

The table above shows that some counterintuitive findings in this stage were also found in the previous stages. It is important to note that the questionnaire items used to gain information from the students, particularly in the second and third stages were similar. The statements, however, were revised to avoid repeating the same statements. In the third stage, some consistent counterintuitive findings, including self-efficacy and metacognitive strategies for writing indicate a stronger relationship with the achievement. The direction, however, was still negative. This implies, for example,

that the more the students believed to have control of achievement, the lower the grade they achieved in the examination. To identify the key information related to the counterintuitive findings, this issue was raised during the interviews with students.

The normality tests indicated that the responses to the questionnaire items were not normally distributed.

## **6.5 Non-Continuing Participants**

Although in the questionnaire one participant pointed out that she would not register for the Writing 4 course in the following semester, data from the university suggested that there were five more participants who did not register for the Writing 4 course. These six participants were identified and contacted to give their reasons behind their decisions not to register for the Writing 4 course. The six non-progressing participants submitted their reasons. The reasons for not progressing were: taking other courses, having already passed the Writing 4 course and taking a study break.

### **6.5.1 Taking Other Courses**

Two participants explained that they did not register for the Writing 4 course in the following semester because they took other courses to adjust their personal schedule that had been previously made.

*Instead of registering for the Writing 4 course, I registered for Translation 6 course, because I have made a schedule (to adjust my family/work time). I will register for the Writing 4 course later.  
(X589)*



### **6.5.2 Having already Registered for the Writing 4 Course in the Previous Semesters**

Two participants clarified that they had already passed the Writing 4 course. The examination schedule enabled students to register for any courses, although most courses were prerequisite courses.

*I took the Writing 4 course simultaneously with the Writing 3 in the same semester. The examination schedule for both courses enabled me to register the two courses in one semester. (X797)*

### **6.5.3 Taking a Study Break**

Two participants decided to take a study break because of financial matters. This reason behind not registering for the following course was also mentioned by a participant in the previous survey.

*Actually, I really wanted to register for not only Writing 4 but also some other courses. Unfortunately, I had a financial problem that caused me unable to register. When I had the money, the registration was closed. (X231)*

The investigation of non-continuing participants in the third stage showed that sufficient financial resources and planning were a necessary underlying condition for distance learning students to progress.

### **6.5.4 Summary of Non-Continuing Participants**

Further investigation into the reasons for not registering for the Writing 4 showed that participants had a commitment to finish their studies and obtain a degree. Important information was identified from the participants who did not register for the Writing

4 course, once they passed the Writing 3 course. Firstly, the registration system enabled students to register for courses that they found more suitable for them. Consequently, registering for a prerequisite course might occur. For instance, a student could register for the Writing 3 and the Writing 4 courses in one semester. Secondly, taking a study break because of financial matters was experienced by distance learning students.

## **6.6 Analysis of Responses to Open-Ended Questions**

The open-ended questions aimed to identify the factors that contributed to an improvement in learning English writing at a distance from the participants' perspectives. The answers (25) were scrutinised and key information was pooled and further analysed. Two central issues were grouped into two broad themes: personal drive and learning supports.

### **6.6.1 Personal Drive**

A majority of the participants (15) maintained that being persistent and totality were important factors that contributed to improvement in learning writing in a distance learning mode. The two factors were implemented by increasing the amount of time spent in practicing writing (eight participants) and reading (10 participants).

*Commitment, persistence and integrity to study are important factors. (X527)*

*The most significant factor that increases the effectiveness of learning English writing is practicing the writing continuously, such as when I send a text message, have an online chat on the internet, or write a story on my diary. (X326)*

*I often read newspapers or other texts written in English. (X539)*

The combination between reading and writing practices to develop and improve the writing skills was mentioned by a participant in the analysis of the first stage.

### **6.6.2 Learning Support**

Ten participants emphasised that learning support, including learning facilities, environment, course material and supports from the Programme of Study, including feedback were among the factors related to the effectiveness of learning English writing via distance learning mode. A small number of participants (4) indicated that learning facilities, including personal computers/laptops and access to the internet had a positive impact on increasing the effectiveness of learning writing.

*Learning facilities, such as online tutorials, personal computer and internet access help me increase the effectiveness of learning. (X589)*

Eight participants mentioned that a supportive environment increased the effectiveness of learning English writing. A workplace that required its employees to speak English was a factor that increased the effectiveness of learning. In addition, having foreign colleagues was also considered to have an important effect in terms of increasing the effectiveness of learning.

*There are three factors that increase the effectiveness of learning writing in distance mode. One is the workplace. I am obliged to communicate in English. Two is Friends. My friends are mostly from the Philippines. Of course, I have to speak English to communicate with them. Three is I try to speak English perfectly. (X662)*

Five participants suggested that support from the Programme of Study in terms of feedback from the lecturer/online tutor helped them increase the effectiveness of learning.

*Feedback from the lecturer (increased the effectiveness of learning writing). The lecturer should guide the students if they made mistakes in the compositions they made. (X401)*

### **6.6.3 Summary of Responses to Open-Ended Questions**

Personal drive and learning support were believed to contribute to improvement in learning English writing by distance learning. Personal drive led the participants to be more committed to learning. The implementation of personal drive to improve the writing was through practicing writing skills and reading. Another element that contributed to improvement in learning English writing by distance learning was the learning support provided by the institution (lecturer and online tutor in terms of feedback). The other relevant elements that contributed to improve learning writing were working environment and having foreign colleagues who enabled students to practice writing skills.

### **6.7 Interview Data Analysis**

The semi-structured interview with the students, the lecturer and the online tutor aimed to explore if achievement could be linked to the learning process and learning support provided by the university or the Programme of Study. As in the previous analysis, to maintain consistency, the term “students” refers to the interviewed students, “lecturer” refers to the Writing 3 course lecturer and “online tutor” refers to the Writing 3 online

tutor. The summary of the demographic information regarding the participants in the interview can be seen in Table 6.7.

**Table 6.7** Characteristics of the Interview Participants

No	Interviewee Code	Sex	Study hour Per Week	Employment Status	Job Relevancy	Writing 3 Grade
1.	X404	F	<5 hours	employed	< 50%	C
2.	X539	M	<5 hours	employed	< 50%	C
3.	X089	F	<5 hours	employed	>50%	B
4.	X662	F	<5 hours	employed	< 50%	A
5.	X096	F	<5 hours	employed	<50%	E
6.	X326	F	<5 hours	employed	< 50%	A
7.	Lecturer	M	NA	NA	NA	NA
8.	Online tutor	M	NA	NA	NA	NA

### 6.7.1 Interviews with the Students

Of the 25 students who participated in the third stage of data collection, six students participated in the interviews (five females and one male). It is worth noting the difference between female and male students. Where females were dominant, the results were less representative of the whole body of students who registered for the Writing 3 course. The interviews were transcribed and further analysed. After analysing the transcripts, a number of issues were identified. A peer assessment was conducted to compare the results of three randomly selected transcripts. The major issues raised in the discussion included the participants' efforts to study the Writing 3 course, and an overview of their achievement, learning support and motivation. The issues were then categorised into five broad themes. A new theme emerged during the analysis.

### 6.7.1.1 Factors Affecting Grade Attainment

All students agreed that the grades they obtained in the Writing 3 examination were aligned with their efforts to study the Writing 3 course.

*The grade I got was E for Writing 3 course and it was worse than the grade I obtained for the Writing 2 course in the previous semester. I never studied. Therefore, I think the grade described my efforts. (X096)*

A further investigation revealed two other sub-themes related to grade attainment: obstructing factors and promoting factors.

#### Obstructing Factors

Four major factors were considered which prevented students from obtaining good grades in the examination. Four students admitted that the grades they obtained in the Writing 3 examination were affected by the limited study time because of their employment. One student said:

*I also have a side business. In my back home country, I have a motorbike spare part shop. My brother runs the business, but I have to check the financial records every three days. I also provide money transfer services from here to Indonesia. These two businesses take my time as well. (X096)*

Absence of course material was also considered to give rise to a possible cause of obtaining a low grade. Two students mentioned that they did not have the course material.

*I did not have the Writing 3 course material because it was quite difficult to get. I have to order from Jakarta and very often the course material we ordered arrived very late so that I have only two or one month to study the course material. (X539)*

*I ordered the course material, but I never received them. I asked my friends who coordinated the students living in X (name of a country, they said that the course material did not arrive. (X096)*

Three students said that the absence of communication with other students also influenced their learning and that it eventually affected achievement. The most prominent issue was that they were not able to obtain an instant explanation for any problem they faced.

*When I have a problem, for example, I don't understand one thing; I cannot find someone to help me. When I make a composition, I need someone to review it. (X539)*

Another student mentioned that personal matters made their Writing 3 course grade lower compared to the Writing 2 course grade that she took in the previous semester.

*I did not really focus on studying last semester because there were some obstructions, such as I had to take care of a friend in the hospital for a month. (X089)*

### **Promoting Factors**

Four students mentioned three factors that helped them obtain good grades in the Writing 3 examination. Three students said that they set a time to study to obtain good grades in the examination.

*I studied three hours a day. It was difficult indeed, because I had to look after a child. Sometimes, I have to steal the time just to study. (X089)*

Four students said that reading the Writing 3 course material had a relationship with the grade they obtained in the examination.

*I studied the Writing 3 course material regularly. (X326)*

Meanwhile, three students argued that doing the exercises in the course material helped them obtain good grades in the examination.

*Doing the exercises or assignments in the Writing 3 course material affected my achievement. (X089)*

#### **6.7.1.2 Selecting an Effective Learning Strategy**

Selecting an effective learning strategy was another theme that drew considerable attention from the students. Three sub-themes were identified: frequent reading, practice writing, and learning in study groups. Five students admitted that frequent reading of various texts written in English was an effective learning strategy that improved their writing skills. Talking about this theme, two students said:

*I always read newspapers while I wait for my employers' child at school. I write the words I don't know. I try to find out from the dictionary or I ask my employers. (X662)*

*I read a lot because I am sure that if I read, my vocabulary words will automatically increase. (X326)*

Another learning strategy that was relevant to improve writing skills was practicing writing skills. Five students felt that doing writing practice was important to improve their writing skills. The practice itself was driven by two different factors: employment requirements and personal intentions.

*I learn writing in the office. My job demands me to practice my writing skills, as I have to communicate with our distributor in X (name of a country) through emails. It means that I am learning by doing. ... I mostly learn writing in the office by writing emails. (X089)*

*I practiced to write, for example, I write my experience in my workplace. In my dorm after working, I remembered things I did in my workplace and with my friend. Then I wrote in a book, just like writing a diary. (X404)*



To enable writing practice, a student suggested that utilizing a smartphone was effective. This suggests that smartphones may enable working students to optimize their time to improve their writing skills. A student said:

*I always write, for example, I write what I am feeling about something. When I am in a good mood or bad mood, I write it on my smartphone. For example, today I write something and the following day I reread it and make correction for the mistakes I made. I sometimes review my writing. (X326)*

Two students said that learning in groups was positive in terms of making learning more effective.

*I used to have a study group. It was an on the spot group discussion, we did it face-to-face. It was an effective way to learn writing because we could share our knowledge and experience. Some of us were instructors in English courses so that they often helped me improve my writing. (X089)*

In the interviews, students were asked to view their writing levels. There was a possibility that effective learning initiatives had a relationship with the students' current writing levels. Table 6.8 below shows the relationship between students' learning initiatives and their current writing skill levels.

**Table 6.8** Relationship between Learning Initiatives and Writing Skills

No	Interviewee Code	Sex	Writing Habits	Reading Habits	Learning in Groups	Writing levels
1	X404	F	✓	x	x	Post Elementary
2.	X539	M	✓	✓	x	Intermediate
3.	X089	F	✓	✓	✓	Post intermediate
4.	X662	F	✓	✓	x	Post intermediate
5.	X096	F	x	x	x	Elementary
6.	X326	F	✓	✓	x	Post intermediate

Data in Table 6.8 above indicate that students who employed more than one learning initiative believed they had a higher writing level than those who employed one learning initiative and or did not employ learning initiatives at all.

### 6.7.1.3 Communication Links

The analysis of interview transcripts indicated that the students did not communicate with the lecturer to discuss academic or administrative matters. This result would seem to suggest that the lecturer was not involved in the students' learning process. Five students were willing to share the reasons for not having communication with the lecturer, while one student declined to answer the question. It is likely that this situation of no communication between students and lecturer always happens every semester as in the two previous interview analyses, the issue was also raised by students.

*I have never contacted the lecturer or the Programme of Study. I don't know who the lecturer of the Writing 3 course is. (X539)*

When encountering a problem, three students contacted other students or other people to have them explain the problem, that mostly related to the topics they learnt.

*Whenever I have a problem, I will ask my friends who live here, such as X (name of a person) or X (name of a person). They are my seniors. I ask them and they will explain my questions. In short, I always ask my seniors because they are more experienced. (X662)*

In the meantime, two students accessed the internet to help them find the answers to the problem they faced. One student commented:

*When I face a trouble, I access the internet, such as Google, Google Answer, Yahoo Answer.... I can browse the information I want to know from Google. From Yahoo Message I can see the questions and answers and I searched the discussion related to my problems. The internet is the only tool that can help me find the answers for my troubles. (X326)*

#### 6.7.1.4 Current Writing Levels and the Possibilities for Improvement

The analysis of the interview questions related to the issues related to the students' writing skill levels focused on the possibility of improving their writing skills. Two themes that students considered relevant to their endeavours to improve their learning skills were identified: online tutorial involvement and feedback.

##### Online Tutorial Involvement

Four students indicated that the Writing 3 online tutorial did generally help them develop their writing skills. The Writing 3 online tutorial enabled tutees who were spread all over the globe to communicate and share knowledge.

*The Writing 3 online tutorial was actually good. I could communicate with other tutees from many places and when we discussed, there were many opinions that helped me understand something I learnt. For example, I could find further explanation for something that I found in the course material. Online tutorial helped me, it helped very much. (X326)*

The students also expressed their belief that there was plenty of scope for the improvement of the tutorial. They highlighted two issues related to this matter. The first issue was that the topics of the tutorial were duplications of what had been explained in the course material. The other issue was about the online tutor. Three students reported a lack of feedback in the online tutorial from the online tutor which, in fact, should be the advantage of the online tutorial.

*The tutorial online was not quite effective because the material were not new to me.... I hope that the online tutor is more active when delivering the online tutorial. I saw that the online tutor did not reply or comment on the answers of ideas that the tutees submitted. (X539)*

*Online tutorial should have been a solution for the absence of feedback. Unfortunately, based on my experience in the previous semester, I never received feedback from the online tutor for the assignments I submitted. (X089)*

## **Feedback**

Four students learnt best from the feedback they obtained from other students or people. One student explained that the feedback from a colleague who showed the mistakes and provided corrections had major advantages in terms of peer feedback.

*I asked him about my emails whether they were good or not. I also asked him to correct the mistakes I made. For example, he said 'The sentence should be like this, this.... Your sentence is not correct because of this, this...' something like that. I learnt a lot from the comments and corrections that my friend gave. (X662)*

### **6.7.1.5 Motivation and Level of Commitment to Continue the Studies**

All students suggested that they would continue their studies until they finish the programme. One student planned to take a study break, but insisted on finishing the study. Although students had difficulty allocating time to study because of their employment and other barriers, they were still motivated to finish their studies. It was important to investigate how they were motivated. Themes related to motivations were financial sources, other people, and personal aspiration.

## **Financial Sources**

Four students paid the school fees by themselves. Some felt that it was one of their motivation sources while others considered that their studies were an investment that might help them find a better employment. For example, two students said:

*I pay the school fees by myself and it also becomes a source of motivation. I work to pay the school fees. I don't want to waste my money. I want that the money I spend to give me benefits. (X089)*

*I realize that making money is very hard. I pay the school fees with my own money. I work around the clock to make money. This motivates me. I have to value myself. I work hard so that I must study hard. (X326)*

## **Other People**

Two students mentioned that other people motivated them to study in terms of providing financial and moral support.

*My boyfriend pays the school fees. I have to study hard because I don't want to upset him. (X662)*

## **Personal Aspiration**

Four students mentioned that their aspirations were the source of their motivation. It was found that students with strong aspirations were more motivated.

*My boyfriend always motivates me. He always says that English is very important. If I want to have a better job, I have to master English. When I am down, he motivates me. He always supports me. (X662)*

One unanticipated finding was that being alone and separated from other students and the lecturer/online tutor drove a student to be more motivated. This finding challenged the previous finding that feeling alone and isolated was considered to demotivate students.

*I think that being alone is a challenge and it drives me to become independent. It is not a problem. This situation challenges me to search for the other source of information to help me study. From the internet, I always find the information or explanation that I need. In fact, being alone makes me independent. (X326)*

#### **6.7.1.6 Summary of Interview with the Students**

The interviews conducted with six students who represented the participants generated five broad themes: factors affecting grade attainment, selecting an effecting learning strategy, communication links, current writing skills and possibilities for improvement, and motivation and level of commitment to continue the studies. The factors that prevented the students from obtaining a good grade in the Writing 3 examinations were: limited time to study, the absence of the Writing 3 course material, absence of communication with peers and lecturer, and personal matters. Meanwhile, the factors that contributed to the students obtaining a good grade were: setting a study time, reading the Writing 3 course material, and doing the exercises. The effective strategies that were employed were: reading more frequently, practicing the writing skills, and studying in a group. Similar to the finding in the previous data analysis, students who took Writing 3 did not communicate with the lecturer. When they had problems, they contacted peers or accessed the internet. The interviewed students' current writing skills were mainly at the intermediate level. The identified procedures that might help improve the students' writing skills were: online tutorial involvement and feedback. All students showed a strong motivation to finish their studies. The sources of strong motivation were financial sources, support from other people and personal aspiration. An interesting issue emerged that was contrary to the earlier finding. One of the students stated that feelings of isolation were an inspiration for her to become more motivated and independent.

## 6.7.2 Interview with the Lecturer

Like the Writing 1 course and the Writing 2 course lecturers, the Writing 3 course lecturer was responsible for two main tasks: as a course manager and an academic counsellor. The interview primarily focused on these two aspects and explored if they were related to the students' learning process. Four main themes were identified during the analysis of the interview: the lecturer's tasks in relation to the course material, lecturer's tasks in relation to the examination materials, the lecturer's tasks in relation to the other lecturers and the lecturer's tasks in relation to the students.

### 6.7.2.1 Lecturer-Course Material

The Writing 3 course lecturer was not involved in the Writing 3 course material development. The internal rotation of lecturers in the Programme of Study meant that the lecturers did not get involved in the development of the course material they taught.

Talking about this issue the lecturer said:

*I used to teach the Writing 2 course. One day, there was a new lecturer recruited and he had to teach some subjects. The head of the programme studies appointed him teach the Writing 2 course. Then, I was appointed to teach the Writing 3 course up until now. The Writing 2 course material revision was then the responsibility of the new lecturer and when I became the lecturer of the Writing 3 course, the course material had just been revised. (Lecturer)*

The lecturer continued to explain that more senior lecturers were appointed to teach more advanced courses. These senior lecturers were then obliged to mentor the junior lecturers. The advantages of this procedure were that the lecturers gained a better understanding of the degree of difficulties of each course, which eventually helped

them develop the examination materials and improve their academic counselling skills.

#### **6.7.2.2 Lecturer-Examination Materials**

Unlike the Writing 1 course and the Writing 2 course lecturers, the Writing 3 course lecturer developed the examination materials together with other lecturers. The lecturer emphasised the importance of coordination with the lecturers of the other Writing courses to maintain the degree of difficulty of the examination materials of each Writing course.

*When developing the examination materials for the Writing 3 course, I sit together with the lecturers of the Writing 1, the Writing 2 and the Writing 4 to examine the degree of difficulties of the examination materials. We did this because we teach a series of courses that were prerequisites and to make sure that the questions of each course were not overlapped. (Lecturer)*

To maintain the quality of the examination materials, the examination materials were reviewed through peer assessment to evaluate the quality.

*Every set of examination was reviewed by another lecturer appointed by the Programme of Study. The reviewers had to be more experienced than the lecturers who developed the examination materials. For example, Writing 1 examination materials was reviewed by the lecturer of Writing, Writing 2 examination materials were reviewed by the lecturer of Writing 3 and so forth and it never reversed. (Lecturer)*

One limitation from the procedures of examination materials development was that there was no trial that involved students in terms of estimating the time that they spent in the examination and to measure the validity of the questions from their perspective. Regarding this matter, the lecturer said:



*So far, we did not try out the examination materials to know the exact time the students needed to complete the test. However, we are often involved in marking the examination papers. From the answers, we knew the students' skills and we could estimate the time that the students needed to do the exam. I was sure that the time allocated was enough to complete the exam. (Lecturer)*

The Writing 3 course lecturer was involved in marking the examination papers. This involvement, however, was not because of his responsibility as the lecturer of the Writing 3 course. The Regional Office hired him as a professional to do the marking of the Writing 3 examination papers.

*I was hired to mark the Writing 3 examination papers. The Regional Office hired some lecturers from X (the name of the university) and other conventional universities to mark the examination papers on location. We were not allowed to bring the examination papers home and maximum amount of papers to mark were 200 to ensure the objectivity of the assessment. (Lecturer)*

The lecturer admitted that the involvement in marking the examination papers helped him understand the skills of the students taking the Writing 3 course. The lecturer mentioned that only a small number of students obtained A and B grades.

*I found that only 20% of the students who took the Writing 3 examination got A and B. Most of them got a C, D or even failed. (Lecturer)*

The lecturer identified two factors that possibly led some students to obtain low grades in the Writing 3 examination. Firstly, students could register for courses, although there were prerequisite courses. Hence, the students who were not strong enough in some basic courses were able to register for more advanced courses. For example, a student who failed in the Writing 2 examination was still able to register for the Writing 3 course.

*The students were strongly recommended to take Writing 1, 2, 3 and 4 consecutively because these courses were prerequisites. In fact, the students could register for the Writing 3 course, for example,*

*although they did not pass the Writing 1 or Writing 2 examination. As a result, they faced problems when they learnt the Writing 3 course. (Lecturer)*

Secondly, different basic skills of English at first enrolment in the Programme of Study were considered to be the cause of only a small number of students obtaining good grades. The comment given might imply that the lecturer would endorse an entry test.

*Student recruitment without an admission test could result in a cohort of students with a very wide range of English skills. Those who had good English skills were commonly able to face the problems and get good grades. (Lecturer)*

#### **6.7.2.3 Lecturer-Other Lecturers**

The Writing 3 course lecturer highlighted the importance of coordination among the lecturers of the Writing courses to maintain the consistency and progression of the course material. The coordination also aimed to control the degree of difficulty between the Writing 1 and the Writing 4 courses.

*Coordination with the other lecturers of the Writing course was important. I know the content of the Writing 2 course, because I used to teach it, but I do not know the Writing 1 and the Writing 4 courses are about. (Lecturer)*

#### **6.7.2.4 Lecturer-Students**

The lecturer explained that he conducted academic counselling with some students who contacted him through emails and telephone calls. The issues that the students raised were mostly regarding difficulties of understanding the topics in the course material. The lecturer advised students to participate in the online tutorials so that they would learn from the online tutor as well as other students. In addition, the lecturer encouraged the students to intensify their motivation.

*I think that the students could find the answers to their questions in the course material and as we know the explanation was clear. I think that the students were not used to learning independently, they needed someone to explain verbally. ... I advised them to participate in the online tutorials and I also told them to maintain their spirit and motivation. I am sure that as long as they are motivated and can utilize the learning facilities, such as the course material and the online tutorials they will be able to learn independently. (Lecturer)*

The lecturer's concern about the students' ability to learn independently was interesting, as a student concluded that being an independent student was a serious difficulty.

*I did not have time to study the Writing 3 course. I hope that there was a lecturer to explain the lessons just like when I was in high school so that I could ask any questions directly. (X096)*

The comment from the student could be interpreted as indicating that students were unable to differentiate between the different roles the online tutor and lecturer had.

#### **6.7.2.5 Summary of the Interview with the Lecturer**

Unlike the lecturers in the previous stages, the Writing 3 lecturer was involved in developing the Writing 3 course material. Relevant information about students' writing skills was obtained as the lecturer was hired to mark the Writing 3 examination papers. Many of the students got low grades, including C, E and E. Low grade attainment was associated with two factors. Firstly, some students did not take the writing course consecutively. For instance, the students who were not strong enough in a lower writing level took, nevertheless, a higher writing course. Consequently, their grades were relatively poor. Secondly, some students had very limited English at the first enrolment which, in turn, affected the development of their English skills. The lecturer indirectly implied a necessity to apply an admission test to improve the

number of successful students in the examination. The lecturer explained the role as an academic counsellor to help student cope with academic problems.

### **6.7.3 Interview with the Online Tutor**

The Writing 3 online tutor had the same responsibilities with the other online tutors in the first and the second stages. The interview aimed to explore the online tutorial function as an element of learning that influenced students' learning that in turn affected achievement. Four main themes were identified: the online tutor and online tutorial contents, the online tutor and tutees, the online tutor and the institution and promoting other learning sources. It was hoped that the analysis would draw a conceptual link between the themes and the students' learning process.

#### **6.7.3.1 Online Tutor and Online Tutorial Contents**

The aim of the online tutorials was to improve the tutees' writing skills through various writing tasks and assignments. The online tutor developed the online tutorial contents for eight sessions over eight weeks and provided a discussion session each week for the tutees to raise any issues related to their learning. Furthermore, the online tutor triggered further discussion by asking a question or raising an issue. The online tutor commented:

*I prepared the materials for eight week tutorial sessions. I selected the topics that I thought to draw the tutees' attention so that they wanted to participate. Principally, this aimed to help the tutees understand the materials and improve their writing skills. In the discussion, for instance, I asked the tutees to analyse a sentence based on grammatical aspect. The tutees were able to give feedback to each other based on the answers submitted. The tutees had to do the assignments to assess their skills. (Online tutor)*

### 6.7.3.2 The Online Tutor and Tutees

The interview focused on investigating how the online tutor gave feedback and also the feedback that the tutees gave to the online tutor if available.

#### The Online Tutor Feedback

The online tutor simultaneously gave feedback in the form of scores or ratings and comments. Scores or ratings were given to the assignments that the tutees submitted. In addition, the online tutor provided a general overview of the assignments and highlighted the grammatical mistakes.

*I gave scores and comments to the assignments the tutees submitted. If they followed the instruction and used various vocabulary words, they would get a high score. I showed the mistakes by underlining them, for instance, in the first sentence of the first paragraph. I focused on the first paragraph because I was sure that I could estimate the quality of the assignments from the first paragraph. I also gave a comment, such as “the tense you used was not appropriate and pay more attention to the vocabulary words you used!” That’s all. (Online tutor)*

On the other hand, some students demanded to have thorough feedback on their assignments that showed them not only the mistakes but also the corrections. One of the students said:

*Feedback from the online tutor was very important. When I did the assignments and submitted them, the online tutor marked them. Unfortunately, so far I only got a score. There was no comment or explanation for the mistake I made. Yes, I got only a score in the Writing 3 online tutorial. (X326)*

It was noticeable that the lecturer and students had different views on feedback. Feedback that did not meet the tutees’ expectations, which appeared to demotivate

some student from engaging with the online tutorial. A student explained the reason for not participating in the Writing 3 online tutorial:

*There was no feedback from the online tutor for the assignments I submitted. The discussion was about sharing experience and many of the tutees did 'cut and paste' from the internet to answer the questions from the online tutor. (X089)*

The student indirectly admitted that the reason behind disengaging from the online tutorial was because of the absence of feedback from the online tutor. The online tutor, however, explained that giving feedback to a huge number of tutees within a short period of time was not manageable.

*If I did that (give individual feedback), I would not have time. It was impossible to read line by line of the assignments that the tutees submitted. As a matter of fact, most of the tutees submitted the assignments on Sunday, meanwhile I did not have access to the internet on that day. Of course, I had to do the marking on Monday which at the same time I had to begin the new session. It was complicated. (Online tutor)*

The online tutor also mentioned that the number of tutees who participated in the discussions tended to decline.

*I found that the number of tutees who involved in the discussions decreased. In the first or second weeks almost all tutees participated in the discussion. However, in the following weeks, the numbers reduced. (Online tutor)*

### **Student Feedback**

The online tutor said that there was never any feedback from the tutees relating to the online tutorial process. The online tutor mentioned:

*No, the tutees did not give feedback. The tutees did not give feedback on the tutorial online that they participated in. (Online tutor)*

### **6.7.3.3 The Online Tutor and the Institution**

The theme relating to the relationship between the online tutor and the institution focused on issues pertinent to administration and control. In the interview with the online tutor, he was asked to identify the role of the Programme of Study in the online tutorial process. He mentioned that the involvement of the institution in the administration of the online tutorial process in terms of monitoring and evaluation was limited.

*The Vice Dean for Student Affairs sometimes reminds the online tutors to reply any questions the tutees asked or to be more active in administering the online tutorial. (Online tutor)*

### **6.7.3.4 Promoting Other Learning Sources**

An emerging theme was identified from the analysis of the interview with the online tutor. The online tutor realised that the online tutorial needed improvement in order to make it more interesting and provide more information suitable for students to develop their writing skills.

*Next semester I will add some more materials taken from Open Educational Resources, such as videos or slideshows so that the tutorial will be more interesting and resourceful. The tutees will learn more because there will be more information. (Online tutor)*

### **6.7.3.5 Summary of Interview with the Online Tutor**

Four broad themes were identified from the analysis of the interview with the online tutor. The online tutor developed the online tutorial materials and encouraged the tutees to involve themselves in the activities, including providing feedback. However, it seems that the tutees and the online tutor had different views on feedback. As

previously stated, the tutees expected to receive a thorough feedback on the assignments. The online tutor admitted that providing individual formative feedbacks was difficult to do because of the big class size and limited time. This probably led to the number of tutees decreasing.

Although the online tutor admitted that feedback from the tutees on the tutorial process was important for improvement, there was no feedback given or there was no attempt to get feedback. Regarding feedback, the control from the institution over the tutorial process was limited. However, the online tutor admitted that the online tutorial needed some improvement to develop the tutees' writing skills, including providing links to other learning resources. In summary, although needing quality improvement, the online tutorial was admitted to be an effective element to improve the tutees' writing skills. Feedback was found to be an important factor that influenced the tutees' learning processes.

## **6.8 Chapter Summary**

Although the number of participants was small (N=25), relevant findings provided information about the factors that affected student achievement in the Writing 3 course and factors that led to the students' non-completion of the programme. New findings and recurrent findings were identified. Given the small number of participants in the third stage of data collection, the findings should be treated with great caution. Thus, to avoid misinterpretation, the findings in the third stage survey would be most applicable to the participants who took the Writing 3 examination.



The demographic information showed that the participants were dominated by females (six males and 19 females). The majority of the participants had limited time to study. Some participants did not purchase the course material, instead they sought other approaches to study. Those who purchased the Writing 3 course material had a positive view on it. The analysis of the grade attainment showed three types of students: high achievers, moderate achievers and low achievers. The financial aspect was found to be an issue that led some participants to resign temporarily from their studies.

The majority of the participants indicated high levels of agreement with the items that were grouped into 12 clusters. The clustered items were the same as the previous analyses. High levels of agreement with the items were the basis of describing the participants. Correlation analysis indicated that 14 of 60 items were associated with achievement. However, most of the correlations were negative. Normality tests indicated that the data were not spread normally. It was important to note that a small number of participants in the third stage of data collection meant that the findings were less generalizable.

Personal drive and learning support contributed to an improvement in mastering English writing by distance learning. Personal drive established the participants' persistence and commitment to study. Meanwhile, learning support from the institution in terms of feedback, colleagues, modern information and communication technologies and working learning environment promoted improvement in learning writing skills.

The interviews with six students to explore information that was associated with achievement generated notable findings. Limited time to study, absence of course material, absence of communication with peers and personal problems were found to be among the obstructing factors. The first three factors occurred throughout the stages. In contrast, setting a time to study, having good reading habits and doing the assignments were categorised as promoting factors. To attain positive achievement, the students said they selected an effective learning strategy, including frequent reading, practice writing, and learning in a group study.

Other factors that promoted positive grade attainment were selecting an effective learning strategy, building communication links with other students and the lecturer/online tutor, participating in the online tutorial and establishing motivation. Building communication links with the lecturer, peers, other people and accessing the internet were associated with grade attainment. To have better improvement in writing skills, participating in the online tutorial and feedback were found to help their writing skills improve. Motivation and commitment derived from financial sources, support from other people and personal aspiration were also found to link with grade attainment. An insightful comment was given by a participant suggesting that feelings of isolation, instead, promoted motivation.

The analysis of the interview transcripts with the Writing 3 lecturer generated four themes: the lecturer's tasks in relation to the course material, the lecturer's tasks in relation to the examination materials, the lecturer's tasks in relation to the other lecturers and the lecturer's tasks in relation to the students. It was important to note that the Writing 3 lecturer was involved in marking the students' examination papers.

Being appointed as an examiner, the lecturer found that only a minority of students got high grades in the examination. Low achievement might be associated with two main causes: the students who were still weak in a lower writing level took, nevertheless, a higher writing level and some students had inappropriate English knowledge at the first time they enrolled on the Programme of Study.

The lecturer implied the necessity for an entry test to minimise failures. Four broad themes were identified from the analysis of the interview with the online tutor. The online tutor developed the online tutorial materials and encouraged the tutees to be involved in the activities, including providing feedback. However, it seems that the tutees and the online tutor had different views on feedback. As previously stated, the tutees expected to receive thorough feedback on the assignments. This probably led the number of the tutees to decrease.

Although the online tutor admitted that feedback from the tutees on the tutorial process was important for improvement, there was no feedback given by the tutees. Regarding feedback for the online tutorial process, the control from the institution was limited. However, the online tutor admitted that the online tutorial needed some improvement to help develop the tutees' writing skills, including providing links to other learning resources.

In summary, although needing improvement with respect to its quality, the online tutorial was found to be an effective element in learning to improve the tutees' writing skills. Feedback was found to be an important factor that influenced the tutees' learning. The online tutor was aware that the online tutorial needed some improvements as well as feedback from the tutees. The analyses of the qualitative data

sets suggested that feedback was an important element in the learning process. However, feedback had not been utilised well.

The findings in the third stage of data collection were identified and further investigation was carried out in the last stage in order to obtain a comprehensive understanding of the factors that affected student achievement in the distance learning English writing courses and the factors related to the students' decision to drop out of the programme altogether.

## **CHAPTER 7: DATA ANALYSIS OF THE FINAL STAGE**

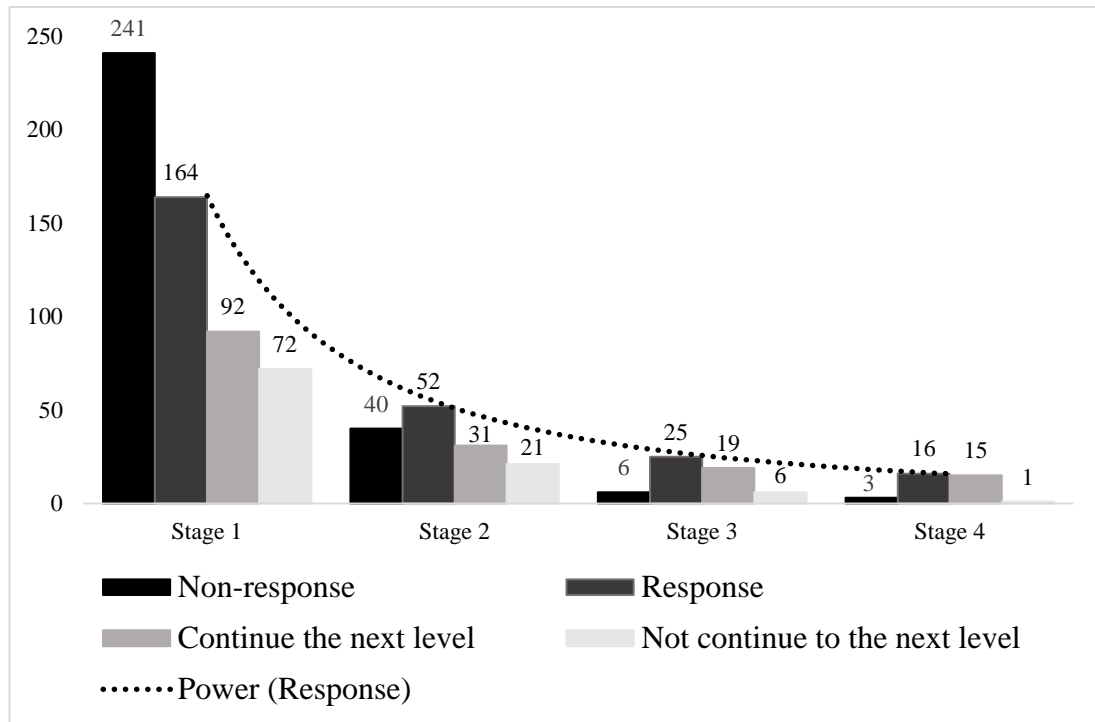
### **7.1 Introduction**

The data and analysis of the last stage were built on the findings from the previous stage that involved students who registered for the Writing 3 course. This chapter presents the analyses of two different data sets: quantitative data and qualitative data. The quantitative data analysis involved describing the patterns of response to the questionnaire items and the mean score of each questionnaire item. In addition, it aimed to identify the questionnaire items that had relationships with achievement through correlation analysis. The correlation analysis focused on the strength, significance level and direction of the correlation. Meanwhile, the qualitative analysis was conducted to analyse the responses to open-ended questions as well as the interviews with three different parties: students, a lecturer and an online tutor. All participants were invited to take part in interviews to further explore the data obtained from the questionnaires. In order to achieve a better understanding of the learning process that might affect student achievement, a lecturer and an online tutor were invited to share their ideas and experiences. Issues identified from the open-ended questions and interviews were grouped into themes for further analysis.

### **7.2 Participants**

As in the previous analysis, the term “participants” in this chapter refers to the students who participated in the study by completing the questionnaires. Of the 25 participants who participated in the previous stage, 19 went on to take the Writing 4 course. They

were invited to complete the online questionnaires of the last stage. The number of participants in the four stages of research can be seen in Figure 7.1 below.



**Figure 7.1** Number of Participants in the Four Stages

As participating in the survey was elective, the number of participants who did not participate was relatively high, particularly in the first and the second stages. In addition, the number of participants who did not register for the following writing course was also high. The low student retention as exhibited in the figure above seems to be a common trend if compared to student progression. However, caution must be applied, as the participants who did not proceed to register for the following writing courses may have followed a number of different routes. For example, they may have resigned altogether, taken a study break or selected other courses. The reasons for not continuing are discussed in the analysis of each stage.

### **7.2.1 Demographic Information**

Of the 19 students who proceeded to the Writing 4, three students failed to complete the questionnaires, leaving N=16. The participants consisted of four males (25%) and 12 females (75%). Gender balance has become a characteristic feature of the participants since the first stage, because the majority of students who registered for the Writing 1 were females.

Five participants were aged less than 23 years old, six participants were between 23 and 30 and five participants were between 31 and 38. The majority of students were under 30 years old since the first stage and they tended to be more persistent, when compared to those over 38 years old.

Regarding the participants' employment status, one participant was not employed. One participant was in part time employment and the others were in full time employment. The number of working hours per week were various: less than 40 hours (two participants), 40 hours (three participants) and more than 40 hours (10 participants).

### **7.2.2 Characteristics of the Participants**

Based on the data collected, two participants did not purchase the course material. To cope with the absence of the course material, they looked for other learning resources and borrowed the course material from a friend or accessed the university library to read the digital version of the course material. Of the 14 participants who purchased

the course material, five participants explained that they gained from the course material. Example statements given by the participants are as follows:

*The course material helped me write good essays. (X662)*  
*I can understand the course material. (X401)*

In the meantime, two participants had taken the Writing 4 course once already. Retaking the course was intended to improve the grade obtained. A comment given was:

*(I retook the Writing 4 course, because) I got a low grade in the previous semester. (X515)*

Regarding the study hours, three participants indicated that they studied the Writing 4 course between five and ten hours per week. Thirteen participants studied less than five hours per week. Spending less than five hours per week to study was a feature of study time for the majority of the participants throughout the courses.

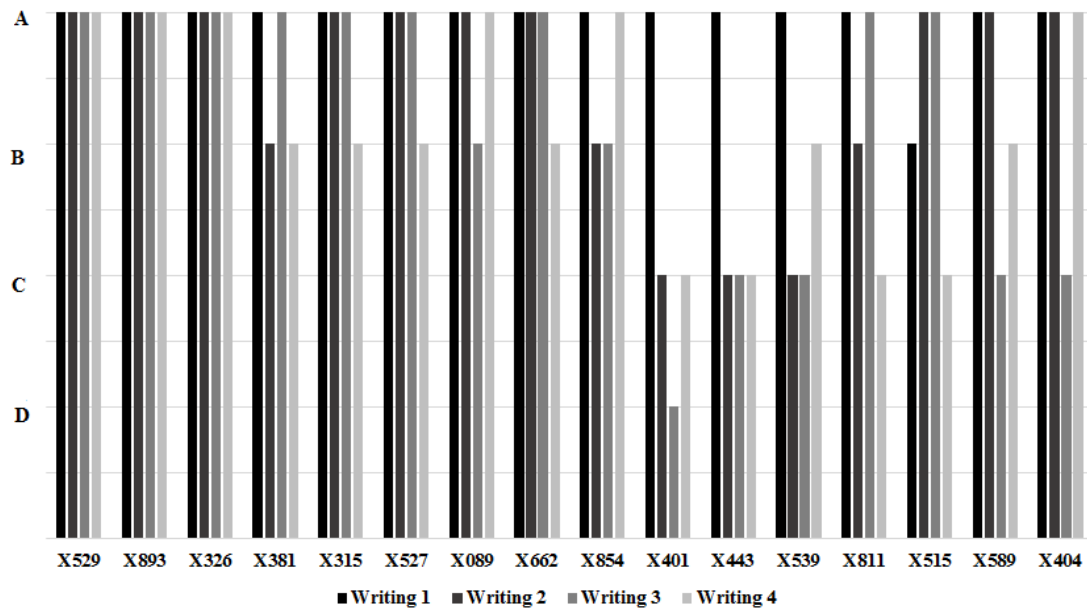
Fifteen participants intended to continue their studies in the following semester. Meanwhile, one participant decided to take a study break due to obtaining a low grade in the examination.

A number of students who got low grades suggested that they planned to retake the course sometime in the future. Two participants explicitly mentioned that they would retake the course.

*I got a C (for Writing 4), I will reregister this course in the next semester, but not in the forthcoming semester. (X443)*

Figure 7.2 below provides the breakdown of participant achievement in the Writing 1 course and the Writing 4 course.





**Figure 7.2** Participants' Examination Results

It is apparent from the figure that three participants (X893, X529 and X326) were stable in terms of achievement by obtaining high/A grade consecutively in the Writing 1, the Writing 2, the Writing 3 and the Writing 4 courses.

The other participants' achievements fluctuated; six participants (X811, X315, X527, X515, X381 and X662) obtained lower grades for the Writing 4 course. Two participants' grades remained the same in the Writing 2, the Writing 3 and Writing 4 courses (X443 and X854), but their Writing 1 grades were higher than the last three writing courses).

Five participants (X589, X089, X401, X404 and X539) achieved improvement as the grades for the Writing 4 was higher than the grades for the Writing 3 course. Overall, the grades that the students got for the Writing 4 course were lower than the ones obtained in the previous writing courses.

### 7.2.3 Non-Progressing Participant

One participant (X443) took study leave in the following semester due to her obtaining low grades in the Writing 4 examination. As can be seen in Figure 7.2 above, the grades of this participant remained at C in the last three Writing courses. During the interview with this student, the participant explained that she was unable to do the work required in the Programme of Study, which in turn affected the grades obtained in the examination. The comment given was:

*I resigned as I know very much my English skills were poor and it seemed that it was very hard for me to develop writing skills. In addition, I did not get support to force me to make a commitment to study or a breakthrough to pump up my spirit to study much harder so that I can understand many things. I think it was very difficult because my English was very poor. I have tried since the first semester, but still I did not improve. I really wanted to continue, but I did not get support. (X443)*

### 7.2.4 Summary of Information about the Participants in the Last Stage

Sixteen participants completed the questionnaires, four males and 12 females. Limited time to study due to work commitments was again a common issue. As in the previous stages, purchasing the course material was not compulsory. Two participants indicated they had taken the Writing 4 course before. Regarding achievement, three participants displayed a consistent level of achievement across the four levels of the writing courses. The results indicated that some participants experienced high achievement; they obtained a grade A or B. Conversely, some participants did not achieve high grades. An equally important finding was that one of the participants affirmed an intention to resign due to her being unable to do the work required in the Programme of Study.

### 7.3 Descriptive Data Analysis

Similar to the previous analyses, the data from the questionnaire items of the last stage were grouped into 12 variables and described in some detail to identify the patterns of response given by the participants to each variable. The criteria for the measurement of the mean score remained the same as the previous analyses: high ( $\geq 3.8$ ), moderate (2.4 to 3.7) and low (1 to 2.3).

#### 7.3.1 Self-Efficacy

As seen in Table S4-1 in Appendix 7.1, the overall response in self-efficacy was very positive. The mean score on the four items of self-efficacy indicated a high level of agreement: believing they experienced improvement in writing skills ( $M=3.94$ ), experiencing improvement in writing skills ( $M=3.94$ ), having a firm commitment to studying ( $M=3.88$ ), having high levels of innovation and skills to cope with problems ( $M=3.88$ ) and having difficulty in controlling study management ( $M=3.88$ ). Meanwhile, the mean score on believing to have control of achievement ( $M=3.69$ ) indicated a moderate level of agreement.

The results of the descriptive analysis of self-efficacy suggested that highly self-efficacious students were those who believed that they: experienced improvement in writing skills, had a firm commitment to studying and had high levels of innovation and skills to cope with problems. At the same time, high self-efficacious participants indicated they had difficulties controlling study management.

The result of a descriptive analysis of self-efficacy showed relatively similar patterns of response for the first, third and fifth items. Similar patterns of response indicate that the participants who believed that they had control over the learning outcomes were fully committed to study, but also had difficulty in managing their learning.

### **7.3.2 Self-Determination Skills**

As can be seen in Table S4-2 in Appendix 7.1, a wide range of responses to the items of self-determination were apparent even though most of the responses indicated agreement. A high level of agreement was indicated in the first four items, including having an ability to take charge of learning ( $M=3.88$ ), having a responsibility for being self-directed ( $M=4.13$ ), having an ability to make choices based on personal interest ( $M=4.00$ ) and having a responsibility for being goal-oriented ( $M=4.31$ ). Meanwhile, a moderate level of agreement was found for having an ability to regulate their own actions ( $M=3.75$ ).

The high values might imply that the participants who indicated that they had high self-determination skills were those who: had an ability to take charge of learning, had a responsibility to be self-directed, had an ability to make choices based on personal interests and had a responsibility to be goal-oriented. The mean score of the items of self-determination indicated that the responses were not equally distributed. However, the responses to the first and second items were relatively similar. This suggests that the participants who were able to take charge of their learning were self-directed.

### 7.3.3 Goal Orientation

Table S4-3 in Appendix 7.1 shows the results obtained from the descriptive analysis of goal orientation. Four items of goal orientation received high levels of agreement: focusing on mastering the subjects ( $M=4.25$ ), making greater efforts to improve understanding of certain subjects ( $M=4.19$ ), setting the best performance standards ( $M=4.13$ ) and appreciating feedback or judgement from others ( $M=4.63$ ). Meanwhile, one item received a moderate level of agreement: focusing on examination results ( $M=2.69$ ). The results suggested that goal orientation mainly comprised: focusing on mastering the subjects, making greater efforts to improve their understanding of certain subjects, setting the best performance standards and appreciating feedback or judgement from others. The patterns of response of the first, third, and fourth items were particularly similar. It is possible that the participants who focused on mastering the subject made greater efforts to improve their understanding of certain subjects and while learning, they set the best performance standards.

### 7.3.4 Attributional Styles

The results seen in Table S4-4 in Appendix 7.1 showed that the mean score on one item of attributional styles indicated a high level of agreement: attributing achievement to studying hard ( $M=4.63$ ). Three items of attributional styles received moderate levels of agreement: attributing achievement to not studying from the Writing 4 course material ( $M=2.44$ ), attributing achievement to personal efforts to cope with learning barriers ( $M=3.56$ ) and attributing difficulties in obtaining a high achievement to the burden of family/employment responsibilities ( $M=2.75$ ). One item

of attributional styles received a low level of agreement: attributing failure to examination correctors/markers ( $M=2.19$ ).

The results could be interpreted as indicating that the participants made internal attributions for success. As an illustration, they attributed the achievement to self-effort: the greater their efforts to study, the higher the grade they achieved. Compared to the first three descriptive analyses above, the patterns of response to the items of attributional styles tended to be roughly normally distributed.

### **7.3.5 Autonomy**

As can be seen in Table S4-5 in Appendix 7.1, the high levels of agreement with autonomy were demonstrated by: using the most suitable learning strategy to study the Writing 4 course ( $M=4.00$ ), having responsibility for learning on their own ( $M=4.19$ ), having responsibility for doing a self-assignment ( $M=4.06$ ) and having an ability to do a self-diagnosis. ( $M=4.06$ ). A moderate level of agreement was shown by having an awareness of understanding the learning objectives ( $M=3.38$ ).

A descriptive analysis of autonomy suggested that autonomous participants: used the most suitable learning strategy, had a responsibility for learning on their own, took a responsibility for doing a self-assignment and had an ability to do self-diagnosis. Comparing the results of the first four descriptive analyses, the patterns of response to the items of autonomy were dissimilar.

### **7.3.6 Self-Regulated Learning**

The descriptive analysis of self-regulated learning showed that most responses indicated moderate levels of agreement (see Table S4-6 in Appendix 7.1). High levels of agreement with self-regulation were illustrated by formulating a study plan (M=3.94) and having self-seeking initiatives to pursue goals (M=4.13). Meanwhile, moderate levels of agreement were indicated by: assessing a study plan (M=3.25), implementing a study plan (M=3.75) and creating a good learning environment (M=3.75).

The results suggested that the highly self-regulated participants: formulated a study plan and had self-seeking initiatives to pursue their goals. The patterns of response of the third and fourth items were relatively similar. This suggests that students who implemented a study plan created a good learning environment.

### **7.3.7 Learning Styles for Writing**

The results of the descriptive analysis of learning styles for writing are presented in Table S4-7 in Appendix 7.1. It can be seen that four items of learning styles for writing received high levels of agreement: organising information using visual objects, including mind and concept maps (M=4.00), having the curiosity to explore more information (M=4.13) and feeling more comfortable absorbing verbal information (M=3.94). Moderate levels of agreement were found for employing techniques for doing things with clear practical advantages (M=2.88) and visualising information (M=3.63).

The results suggested that the learning styles for writing mostly adopted by the participants were: organising information using visual objects, including mind and concept maps, having a curiosity to explore more information and feeling more comfortable absorbing verbal information. The patterns of response to the items of learning styles for writing were all quite different from one another.

### **7.3.8 Learning Strategies for Writing**

As can be seen in Table S4-8 in Appendix 7.1, high levels of agreement with learning strategies for writing were indicated by seeking an opportunity to practice and master writing skills ( $M=3.94$ ) and rephrasing unknown words when writing ( $M=4.31$ ). Meanwhile, moderate levels of agreement were shown by: identifying words to use in a composition ( $M=3.13$ ), making drafts in English ( $M=3.63$ ) and making a draft of a composition in Indonesian prior to writing the English composition ( $M=3.44$ ).

It might be inferred from the results that learning strategies for writing mostly adopted by the participants were: seeking an opportunity to practice and master writing skills and rephrasing unknown words when writing. The patterns of response to each item of learning strategies for writing were different.

### **7.3.9 Cognitive Strategies for Writing**

Table S4-9 in Appendix 7.1 shows the results obtained from the descriptive analysis of cognitive writing strategies. Two items of cognitive strategies for writing received high levels of agreement: organising new vocabulary items regularly to recall them



easily (M=3.81)) and duplicating patterns of sentences to improve learning (M=3.88). Moderate levels of agreement were found for: identifying subjects for repetition (M=3.63), writing a summary for each learning activity (M=3.63) and rehearsing new knowledge in order to learn more successfully (M=3.63).

The results suggested that the cognitive strategies for writing adopted by most of the students were: organising new vocabulary items regularly to recall them easily and duplicating sentence patterns to improve learning. The responses to the first and second items of the cognitive strategies for writing were exactly the same. This could be interpreted as indicating that the participants who identified subjects for repetition were those who liked to write a summary for each learning activity.

#### **7.3.10 Metacognitive Strategies for Writing**

The data in Table S4-10 in Appendix 7.1 show that the students' metacognitive strategies for writing were mostly high. The strategies were formulated by: setting a target to achieve in order to improve learning (M=3.88), doing self-assessment to identify subjects that were still weak at (M=3.94), returning to the completed work to make necessary revisions (M=4.50) and evaluating learning schedule (M=3.81). A moderate level of agreement with metacognitive strategies for writing was found in following the course guidelines (M=3.69).

The results suggested that the metacognitive strategies for writing adopted by the participants were: setting a target in order to improve learning, doing self-assessment to identify subjects that they were still weak at, returning to the completed work to

make necessary revisions and evaluating the strategy used and determining the strengths and weaknesses of the strategy. The most similar patterns of response were found in the responses to the first and second items, as well as the third and fifth items. This could be interpreted as indicating that the participants who showed higher metacognitive skills were those who: set a target to achieve in order to improve learning, followed the course guidelines and identified the subjects that they thought to be still weak and evaluated the strategy they used to study the Writing 4 course.

### **7.3.11 Locus of Control**

The responses to the items of locus of control were presented in Table S4-11 in Appendix 7.1. The high levels of agreement with the locus of control were indicated by: having positive thoughts that the grade they obtained was indicative of their writing skills ( $M=4.25$ ) and taking responsibility for their achievement ( $M=4.56$ ). The moderate levels of agreement were indicated by: taking responsibility for learning ( $M=3.31$ ) and working hard to achieve goals ( $M=3.69$ ). A low level of agreement with the locus of control was indicated by feeling pessimistic about improving one's writing skills ( $M=2.06$ ).

The results of a descriptive analysis of the locus of control suggested that the participants with a high locus of control believed that: the grade they obtained was an indicative of their writing skills and they took responsibility for their achievement. Regarding the patterns of response to each item of the locus of control, the data showed that the patterns were different among the items.

### **7.3.12 View on Feedback**

The results obtained from the descriptive analysis of the items of feedback showed high levels of agreement across all items (see Table S4-12 in Appendix 7.1). These were indicated by the high mean score of each item: appreciating feedback from a lecturer/online tutor ( $M=4.75$ ), holding the idea that feedback improved motivation ( $M=4.44$ ), believing that feedback served to inform the quality of the writing ( $M=4.75$ ), believing that the feedback given by a lecturer/online tutor may improve the students' writing skills ( $M=4.75$ ) and preferring to have formative feedback ( $M=4.31$ ).

The results of a descriptive analysis of the items of feedback suggested that the participants' presuppositions of feedback were: appreciating feedback from a lecturer/online tutor, feedback improves motivation, feedback serves to inform the quality of the writing and feedback given by a lecturer/online tutor may improve the students' writing skills. The participants had a preference for formative feedback. The patterns of response to the items of feedback were interesting; the responses to the first, third, and fourth items of feedback were exactly the same, while the responses to the second and fifth items were similar. This might indicate that these items were interrelated. For example, the participants who appreciated the feedback from the online tutor agreed that it evaluated the quality of their writings and, in turn, it improved their writing skills.

### **7.3.13 Summary of Descriptive Data Analysis**

Descriptive analyses were based on the mean score and patterns of response to each item of the variables. The mean score and patterns of response were compared and described. Overall, the mean score of each item indicated that the participants had a positive response. Further computational analysis of the patterns of response is explained at the end of the correlation analysis in this chapter. Some of the results observed at this stage mirrored those of the previous stages. Table 7.1 below summarises the results of descriptive analysis.

**Table 7.1** The Characteristics of the Last Stage Participants

<b>Variables</b>	<b>Implementations</b>
Self-efficacy	: - Believed to experience improvement in the writing skills. - Believed to have a firm commitment to studying. - Believe to have high levels of innovation and skills to cope with problems.
Self-determination skills	: - Had an ability to take charge of learning. - Had a responsibility to be self-directed. - Had an ability to make choices based on personal interests. - Had a responsibility to be goal-oriented.
Goal orientation	: - Focused on mastering the subjects. - Made greater efforts to improve their understanding of certain subjects. - Set the best performance standards. - Appreciated feedback or judgement from others.
Attributional styles	: - Made internal attributions for successes.
Autonomy	: - Used the most suitable learning strategy. - Had a responsibility for learning on their own. - Had a responsibility for doing a self-assignment. - Had an ability to do self-diagnosis.
Self-regulated learning	: - Formulated a study plan. - Had self-seeking initiatives to pursue their goals.
Learning styles for writing	: - Organised information using visual objects, including mind and concept maps. - Had curiosity to explore more information. - Felt more comfortable absorbing verbal information.
Learning strategies for writing	: - Seek an opportunity to practice and master writing skills. - Rephrase unknown words when writing.
Cognitive strategies for writing	: - Organised new vocabulary to recall them easily - Duplicated sentence patterns to improve learning.
Metacognitive strategies for writing	: - Set a target to achieve in order to improve learning. - Did self-assessment to identify subjects they are still weak at.  - Returned to the completed work to make necessary revisions. - Evaluated the strategy used and determining the strengths and weaknesses of the strategy.
Locus of control	: - Attributed high achievement/under achievement to personal skills and efforts. - Took responsibility for the achievement. - Felt confident to improve the writing skills.
Feedback	: - Appreciated feedback from a lecturer/online tutor. - Feedback improves motivation. - Feedback serves to inform the quality of the writing. - Feedback given by a lecturer/online tutor may improve their writing skills. - Preferred to have formative feedback.

## 7.4 Correlation Analysis

A correlation analysis was conducted to evaluate the relationship between the questionnaire items and achievement through analysing the correlation coefficient (r-value) and probability (p-value) of pair items. Similar to the previous data analyses, the r-value was categorised by five criteria: very strong (.70 or higher), strong (.40 to .69), moderate (.30 to .39), weak (.20 to .29) and negligible or very weak (.01 to .19).

The participants in the last stage were 16, which was below the minimum requirement (30 participants) for an adequate statistical analysis, which in turn called into question the generalisability and representativeness of the results (O'Leary, 2014). Thus, a significance level for a correlation should be viewed with caution.

### 7.4.1 Preparation for Learning/Learning Experience

The results from the correlation analysis between purchasing the Writing 4 course material and achievement indicated a weak and insignificant negative relationship between the two items ( $r = -.219$ ,  $p = .414$ ). Furthermore, having the experience of taking the same course ( $r = -.042$ ,  $p = .936$ ) and study hours ( $r = .037$ ,  $p = .891$ ) did not correlate with achievement. In other words, there were no relationships between these three items and achievement. Thus, it could be concluded that purchasing the Writing 4 course material, having an experience of taking the same course and the number of study hours were not predictors of achievement. The results are summarised in Table S4-13 in Appendix 7.2.

### 7.4.2 Self-Efficacy

Correlation analysis between the items of self-efficacy and achievement indicated that believing to have control of learning ( $r=-.367$ ,  $p=.162$ ), believing to experience improvement in writing skills ( $r=-.135$ ,  $p=.618$ ), having a firm commitment to studying ( $r=-.010$ ,  $p=.971$ ), having high levels of innovation and skills to cope with problems ( $r=-.121$ ,  $p=.657$ ) and having difficulty to control the study management ( $r=.242$ ,  $p=.366$ ) were not predictors of achievement because the correlation coefficients were not significant. The results are presented in Table S4-14 in Appendix 7.2. To sum up, self-efficacy was not a factor in achievement in the Writing 4 examination.

### 7.4.3 Self-Determination Skills

The results from this analysis indicated the correlation between the items of self-determination and achievement did not exist (see Table S4-15 in Appendix 7.2). No significant effects were observable. Overall, these results indicated that the items of self-determination were not predictors of student achievement, because the correlation coefficients were not significant: having an ability to take charge of learning ( $r=-.012$ ,  $p=.964$ ), having a responsibility to be self-directed ( $r=-.122$ ,  $p=.652$ ), having an ability to make choices based on personal interest ( $r=-.118$ ,  $p=.663$ ), having a responsibility to be goal-oriented ( $r=-.293$ ,  $p=.271$ ) and having an ability to regulate personal action ( $r=-.264$ ,  $p=.324$ ).

#### **7.4.4 Goal Orientation**

As can be seen in Table S4-16 in Appendix 7.2, there was a significant positive correlation between one item of goal orientation and achievement. Focusing on examination results ( $r=.555$ ,  $p=.026$ ) was a predictor of achievement as the correlation coefficient was significant and positive. Positive correlation implies that the more the participants focused on the subjects that were predicted to be in the examination, the higher the grade achieved. Thus, it could be concluded that focusing on examination results led to high achievement.

The results suggested that focusing on mastering the subject ( $r=-.221$ ,  $p=.410$ ), making greater efforts to improve the understanding of certain subjects ( $r=.094$ ,  $p=.730$ ), setting the best performance standards ( $r=.255$ ,  $p=.340$ ), and appreciating feedback or judgement from others ( $r=.108$ ,  $p=.691$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **7.4.5 Attributional Styles**

The results of the correlation analysis of attributional styles are presented in Table S4-17 in Appendix 7.2. The results suggested that attributing failure to examination correctors/markers ( $r=.098$ ,  $p=.718$ ), attributing achievement to studying hard ( $r=.108$ ,  $p=.691$ ), attributing achievement to not studying from the Writing 4 course material ( $r=.042$ ,  $p=.876$ ) and attributing achievement to personal efforts to cope with learning barriers ( $r=-.139$ ,  $p=.607$ ) were not predictors of achievement, as the correlation coefficients were not significant. However, attributing achievement to the burden of



family and employment responsibilities ( $r=-.675$ ,  $p=.004$ ) was a predictor of achievement, because the correlation coefficient was significant. However, the coefficient was negative. Negative correlation means that the more responsibilities the participants had, the lower the grade they obtained in Writing 4 examination.

#### **7.4.6 Autonomy**

Table S4-18 in Appendix 7.2 shows the results of the correlation analysis between the items of autonomy and achievement. There were no significant correlation coefficients. Thus, the results suggested that using the most suitable learning strategy ( $r=-.167$ ,  $p=.536$ ), having a responsibility for learning on their own ( $r=-.239$ ,  $p=.373$ ), having an awareness of understanding the learning objectives ( $r=.438$ ,  $p=.090$ ), having responsibility for doing self-assignments ( $r=.231$ ,  $p=.390$ ) and having an ability to do a self-diagnosis ( $r=-.119$ ,  $p=.661$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **7.4.7 Self-Regulated Learning**

The results of correlation between self-regulated learning and achievement can be seen in Table S4-19 in Appendix 7.2. The results suggested that formulating a study plan ( $r=.217$ ,  $p=.420$ ), assessing the study plan ( $r=.022$ ,  $p=.937$ ), implementing a study plan ( $r=.255$ ,  $p=.340$ ), creating a good learning environment ( $r=-.126$ ,  $p=.642$ ) and having help-seeking initiatives to pursue the determined goals ( $r=-.345$ ,  $p=.190$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **7.4.8 Learning Styles for Writing**

The results of the correlation analysis between learning styles for writing and achievement are summarised in Table S4-20 in Appendix 7.2. The results suggested that employing techniques for doing things with clear, practical advantages ( $r=.119$ ,  $p=.661$ ), organising information using visual objects, including mind and concept maps ( $r=.317$ ,  $p=.231$ ), having a curiosity to explore more information obtained ( $r=.022$ ,  $p=.937$ ), learning best with visual techniques ( $r=.237$ ,  $p=.377$ ) and feeling more comfortable absorbing verbal information ( $r=.297$ ,  $p=.264$ ) were not predictors of achievement, because the correlation coefficients were not significant.

#### **7.4.9 Learning Strategies for Writing**

Table S4-21 in Appendix 7.2 presents the results obtained from the correlation analysis between the items of learning strategies for writing and achievement. The results suggested that seeking an opportunity to practice and master writing skills ( $r=.095$ ,  $p=.723$ ), identifying words to use in a composition ( $r=.432$ ,  $p=.095$ ), making a draft in English ( $r=.273$ ,  $p=.307$ ), making a draft in Indonesia language ( $r=.398$ ,  $p=.127$ ) and rephrasing unknown words ( $r=.332$ ,  $p=.209$ ) were not predictors of achievement because the correlation coefficients were not significant. On the whole, the analysis did not find a significant relationship between learning strategies for writing and achievement and the items of learning strategies for writing were not predictors of achievement.

#### **7.4.10 Cognitive Strategies for Writing**

As can be seen in Table S4-22 in Appendix 7.2, there was no indication of significant correlation between achievement and the items of cognitive strategies for writing. Thus, identifying subjects for repetition ( $r=.327$ ,  $p=.216$ ), writing a summary for each learning activity ( $r=.327$ ,  $p=.216$ ), organising new vocabulary items regularly to recall them easily ( $r=-.288$ ,  $p=.279$ ), rehearsing new knowledge in order to learn more successfully ( $r=-.232$ ,  $p=.388$ ) and duplicating patterns of sentences to improve learning ( $r=-.013$ ,  $p=.961$ ) were not predictors of achievement.

#### **7.4.11 Metacognitive Strategies for Writing**

Table S4-23 in Appendix 7.2 presents the correlation between the items of metacognitive strategies for writing and achievement. The results suggested that setting a target to achieve in order to improve learning ( $r=-.160$ ,  $p=.554$ ), following the course guidelines ( $r=.399$ ,  $p=.199$ ), doing self-assessment to identify subjects the participants were still weak at ( $r=.398$ ,  $p=.127$ ), returning to the completed work to make necessary revisions ( $r=.251$ ,  $p=.349$ ) and evaluating learning schedule ( $r=.456$ ,  $p=.076$ ) were not predictors of achievement, as the correlation coefficients were not significant.

#### **7.4.12 Locus of Control**

Table S4-24 in Appendix 7.2 presents the result of the correlation analysis. The results indicated that taking responsibility for learning ( $r=.229$ ,  $p=.394$ ), working hard to

achieve goals ( $r=.075$ ,  $p=.783$ ), having positive thoughts that the grades were indicative of their writing skills ( $r=.037$ ,  $p=.891$ ), taking responsibility for the achievement ( $r=-.335$ ,  $p=.205$ ) and feeling pessimistic about improving writing skills ( $r=-.157$ ,  $p=.560$ ) were not predictors of achievement because the correlation coefficients were not significant. Thus, the locus of control was not a predictor of achievement in the Writing 4 examination.

#### **7.4.13 View on Feedback**

The results of correlation between the participants' thought feedback can be seen in Table S4-25 in Appendix 7.2. The results suggested that having a preference for formative feedback ( $r=.525$ ,  $p=.037$ ) was a predictor of achievement, as the correlation coefficient was significant and positive. Positive correlation means that the more the participants preferred to receive formative feedback, the higher the grade they obtained. So having a preference for formative feedback led to high achievement. However, appreciating feedback from a lecturer/online tutor ( $r=.38$ ,  $p=.200$ ), feedback improved motivation ( $r=.335$ ,  $p=.205$ ), feedback served to inform the quality of the writing ( $r=.145$ ,  $p=.593$ ) and feedback given by a lecturer/online tutor ( $r=.145$ ,  $p=.593$ ) were not predictors of achievement.

#### **7.4.14 Normality Test**

The Chi-square test, Binomial and Kolmogorov-Smirnoff tests were run to analyse the distribution of the responses to the variables measured with scales (60 items). Normality distribution was based on the following criteria:

- If the Kolmogorov-Smirnoff tests indicated Significance  $>.05$ , the data are distributed normally.
- If the Kolmogorov-Smirnoff tests indicated Significance  $<.05$ , the data are not distributed normally.

As can be seen in Appendix 7.3, Kolmogorov-Smirnoff tests indicated that most of the items were distributed normally (Sig. $>.05$ ). A factor analysis was run to discover any interrelatedness among the items. Due to a very small sample size, the items were divided into six groups, with each group consisting of ten items.

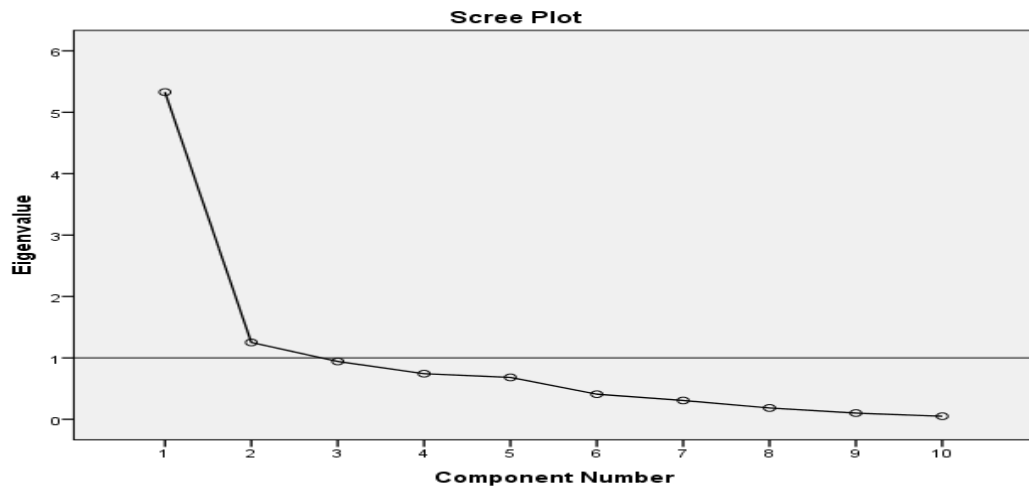
### Group One

Group One constituted of the questionnaire items number 10a to 10j. The results showed that the Kaiser-Meyer-Olkin (KMO) was .654 and Bartlett's significance was .000. Since the KMO was more than .500 and Bartlett's significance was less than .05, the results indicated that factor analysis of Group One might be useful. The following table shows the results of KMO and Bartlett's test of Group One.

**Table 7.2** KMO and Bartlett's Test of Group One

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.654
Bartlett's Test of Sphericity	Approx. Chi-Square	85.588
	df	45
	Sig.	.000

As can be seen in Figure 7.3 below, the Scree plot indicated that there were two components with Eigenvalues greater than 1. Appendix 7.4 illustrates the results of the Rotated Component Matrix of Group One.



**Figure 7.3** Scree Plot Group One

### Group Two

Group Two consisted of the questionnaire items number 10k to 10t. The results showed that the KMO was .511 and Bartlett's significance was .000. The result was almost similar to Group One. Although, the KMO and Bartlett's significance were a little lower, the items of Group Two might be useful for factor analysis. Table 7.3 shows below the results of KMO and Bartlett's test of Group Two.

**Table 7.3** KMO and Bartlett's Test of Group Two

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.511
Bartlett's Test of Sphericity	Approx. Chi-Square	87.656
	df	45
	Sig.	.000

The Scree plot (see Figure 7.4) indicates three components with Eigenvalues greater than 1. The results of the Rotated Component Matrix of Group Two are presented in Appendix 7.5.



**Figure 7.4** Scree Plot Group Two

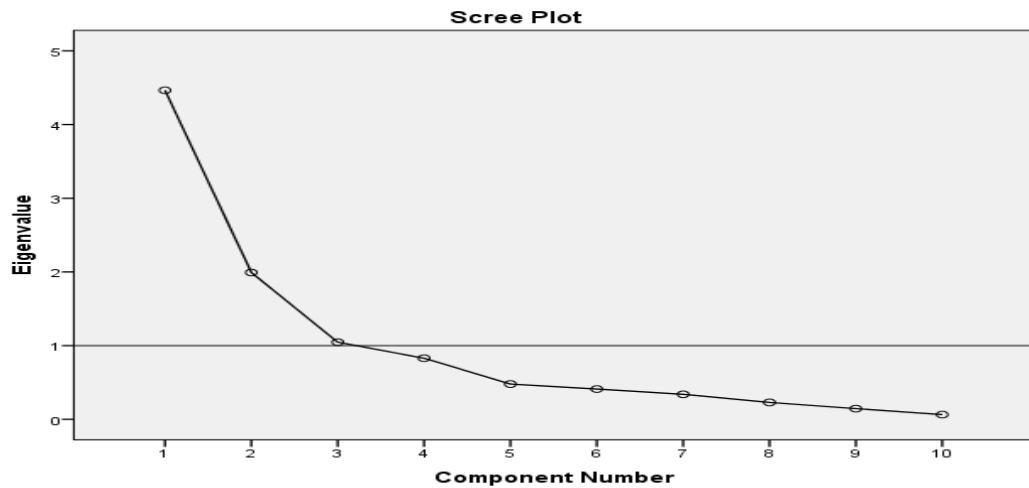
### Group Three

The components of Group Three were the questionnaire items number 10u to 11d. The KMO was .655 and Bartlett's significance was .004. The results indicated that further analysis might be worthwhile. Table 7.4 shows the results of KMO and Bartlett's test of Group Three.

**Table 7.4** KMO and Bartlett's Test of Group Three

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.655
Bartlett's Test of Sphericity	Approx. Chi-Square	73.916
	df	45
	Sig.	.004

The Scree plot of Group Three in Figure 7.5 demonstrates that there were three components with Eigenvalues greater than 1. The results of the Rotated Component Matrix of Group Three are summarised in Appendix 7.6.



**Figure 7.5** Scree Plot Group Three

#### Group Four

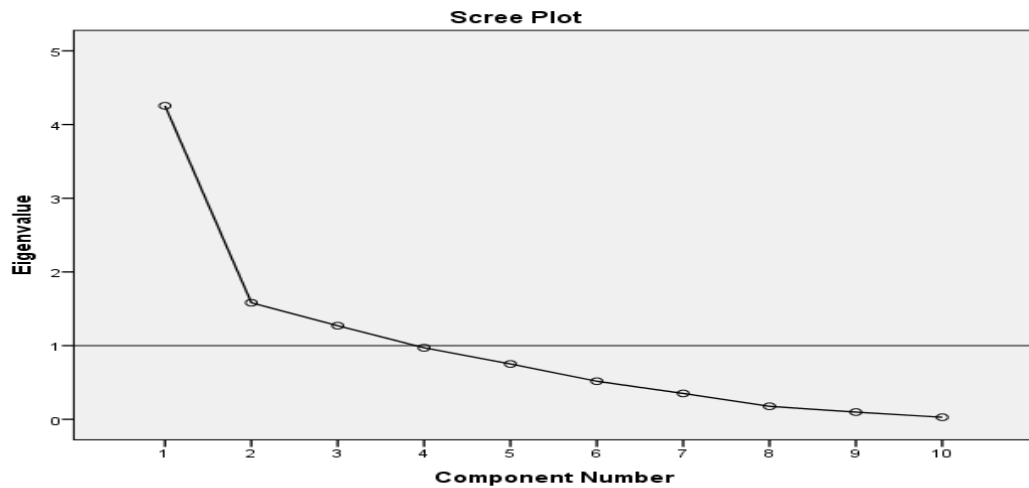
Group four consisted of the questionnaire items number 11e to 11n. The results indicated that factor analysis was not useful for Group Four. This was indicated by the low value of the KMO was .495 and Bartlett's significance was .001. Table 7.5 shows the results of KMO and Bartlett's test of Group Four.

**Table 7.5** KMO and Bartlett's Test of Group Four

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.495
Bartlett's Test of Sphericity	Approx. Chi-Square	81.385
	df	45
	Sig.	.001

The Scree plot of group four showed that there were three components with Eigenvalues greater than 1 (see Figure 7.6). Appendix 7.7 shows the results of the Rotated Component Matrix of Group Four.

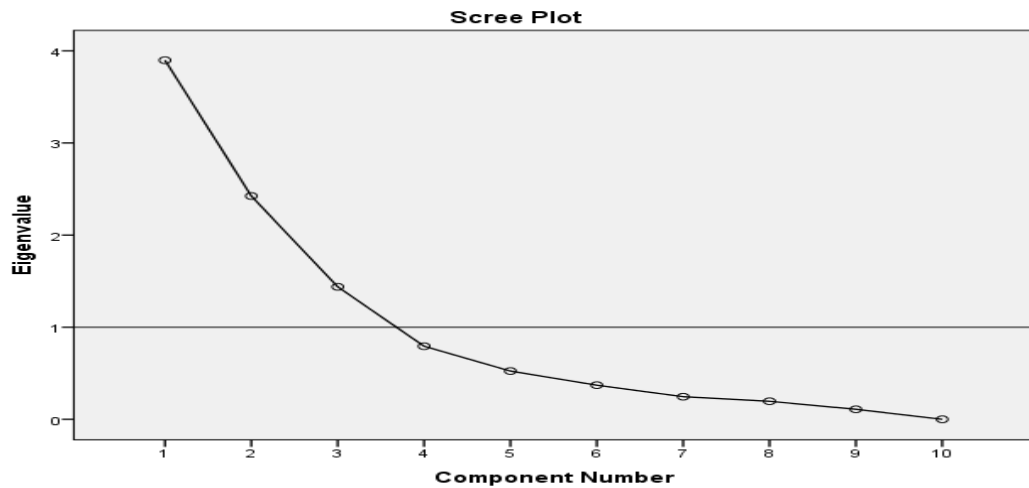




**Figure 7.6** Scree Plot Group Four

### Group Five

Group Five consisted of the questionnaire items number 11o to 11x. The KMO and Bartlett's tests of Group Five were not calculable. This occurred because some of the Eigenvalues of the correlation matrix were not positive numbers (IBM, 2011). As shown in Figure 7.7, the Scree Plot Group Five indicated three components with Eigenvalues greater than 1. The results of the Rotated Component Matrix of Group Five are presented in Appendix 7.8.



**Figure 7.7** Scree plot Group Five

### Group Six

Group Six consisted of the questionnaire items number 11y to 12h. The KMO was .470 and Bartlett's significance was .029. The low KMO value suggested that factor analysis of Group Six was not useful, although it was significant. Table 7.6 shows the results of KMO and Bartlett's test of Group Six.

**Table 7.6** KMO and Bartlett's Test of Group Six

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.470
Bartlett's Test of Sphericity	Approx. Chi-Square	64.707
	df	45
	Sig.	.029

The Scree plot of Group Six showed that four components with Eigenvalues greater than 1 (see Figure 7.8). Appendix 7.9 summarises the results of the Rotated Component Matrix of Group Six.



**Figure 7.8** Scree Plot Group Six

#### 7.4.15 Summary of Correlation Analysis and Normality Test

As mentioned earlier in this subsection, there was an issue related to the sample size. The decreasing participant size in this longitudinal study was unavoidable. Due to the small sample size, the results were less generalizable. The variables that indicated a significant correlation with achievement are summarised in Table 7.7 below.

**Table 7.7** Correlation Analysis Results

Variable	Items	Strength	Direction
Goal orientation	: – Focus on examination results.	Strong	Positive
Attributional styles	: – Attribute difficulties to obtain high achievement to the burden of family/employment responsibilities.	Strong	Negative
Feedback	: – Prefer to have formative feedback.	Strong	Positive

It is important to highlight the correlation findings from the last stage. Firstly, a negative correlation between family and employment responsibilities and achievement were also found in the second and third stages of data collection. This implies that family and employment responsibilities were serious challenges that students were not

able to cope with. Furthermore, it could be argued that the results will be the same as long as the problem remains unsolved. The implication of this matter is that lecturer or tutor should take appropriate actions to help the students. Secondly, formative feedback was correlated with achievement. This result was not found in the previous stages. The result indicates that students were more aware of the feedback from the tutor or lecturer as part of their efforts to obtain high grades in the final examination. Thirdly, positive correlation between focusing on the examination results and achievement may indicate that students have shifted their goal orientation. In the third stage, students were mastery oriented, but in the last stage they became performance oriented. The findings from the previous stages can be used to illustrate why this happened. In Stage 3, some students admitted that they would feel ashamed if they obtained low grades in the final examination.

## **7.5 Analysis of Responses to Open-Ended Questions**

Self-report questions aimed to explore the participants' perspective on factors that contributed to failure and success in achieving a high grade in the distance learning English writing course. All participants wrote the answer in the space provided. However, most of the participants gave short answers to both questions.

### **7.5.1 The Factors that Contributed to Failure to Achieve a High Grade**

The factors that contributed to the failure to achieve a high grade were grouped into two major themes: external and internal factors. The external factors were factors outside the students, including the environment. The external factors had to do with

the student being unable to control them. Conversely, the internal factors were factors that were within the students themselves, and in principle, they could be controlled.

#### **7.5.1.1 External Factors**

External factors involved the institution and other people, including peers. Three themes were identified in the data. Firstly, limited support influenced the students' motivation to study, which, in turn, affected them in terms of achieving a high grade.

One student said:

*I did not have a group study. This made me less motivated because there was no feedback from other students directly when learning. (X089)*

Secondly, the absence of feedback was considered to be a factor that led students to fail in terms of achieving a high grade. Four participants raised issues related to the absence of feedback.

*I did not get direct feedback for the exercises or assignments I did. I had to wait for several days, even I did not get feedback from the online tutor at all. (X589)*

Thirdly, one student pointed out that there was a mismatch between the exercises and assignments in the online tutorial and the examination material. In other words, the examination did not assess what the students learnt during the online tutorial.

*There was no relationship between what I have learnt in the online tutorial and what was assessed in the examination. (X515)*

### 7.5.1.2 Internal Factors

Internal factors that the participants considered and led to their failure to achieve a high grade were diverse. Nine factors were identified.

Less time to study due to employment was identified by ten students. This theme has appeared as a serious challenge since the first stage of data analysis.

*I had very limited time to study because of working. (X529)*

The second theme was low self-discipline. Eight students raised the theme. Six students associated low self-discipline with employment.

*I was busy with my work so that I was less discipline to follow the learning schedule that I had set. (X811)*

Four students suggested that lack of motivation was a factor that caused failure to achieve a high grade. Like low levels of self-discipline, low levels of motivation were also associated with employment. For example, a student said:

*I was not motivated to study. Perhaps this was because I worked. (X315)*

Other factors that the students highlighted were failure to study the course material and insufficient practice. Three students emphasised the importance of learning from the course material. Meanwhile, three students pointed out that insufficient practice led the students to fail in terms of achieving a high grade. The other four themes that the students commented on were: carelessness, lack of confidence, using inappropriate learning strategies and the inability to understand the instructions in the examination/assessments.

## **7.5.2 The Factors that Contributed to Success in Achieving a High Grade**

Similar to the analysis of the reasons for a failure to achieve a high grade, the reasons for success in achieving a high grade were grouped into two themes: external factors and internal factors.

### **7.5.2.1 External Factors**

Three students pointed out that learning facilities, including course material and tutorials (face-to-face and online), could be associated with success in obtaining a high grade.

*Facilities like the internet helped me to study online. (X515)*

Two students mentioned that the flexible learning arrangements offered by the university enabled them to achieve a high grade as they were able to make adjustments between their employment and study.

*Flexible learning arrangements suit me as I can set a study time, although I am busy with my work. (X529)*

### **7.5.2.2 Internal Factors**

Thirteen students suggested that discipline was an important factor that enabled them to achieve a high grade. In addition to discipline, eight students noted that strong motivation might influence them to achieve a high grade.

*Motivation and discipline were important keys (to obtain a high grade) so that the students remained committed to study, although they worked. (X381)*

Ten students associated regular practice and study with success in achieving a high grade. Other themes that were associated with success in achieving a high grade were: planning the study (two comments), carefulness (two comments), resourcefulness (two comments), financial back-up (one comment) and good luck (one comment).

*Reading and practicing are compulsory, a MUST. (X089)*

*A good luck and chance. Everything is in God Almighty's hand. (X315)*

*We must plan our studies. (X662)*

### **7.5.3 Summary of Responses to Open-Ended Questions**

Reasons for failure to achieve a high grade were influenced by two main factors: external and internal factors. External factors that led the students to fail to achieve a high grade were: limited support, the absence of feedback and irrelevant association of online tutorial and examination. Internal factors that contributed to the failure to achieve a high grade were: less time to study due to employment responsibilities, low levels of self-discipline, low levels of motivation, failure to study the course material and insufficient practice in writing. External and internal factors were often intertwined. For example, the interrelated set of factors that inhibited students in terms of achieving a high grade was the absence of feedback and low level of motivation to study.

The external factors that contributed to the students achieving a high grade were: learning facilities and flexible learning arrangements that enabled them to work while studying. The internal factors were: self-discipline, carefulness, resourcefulness, financial back-up and good luck.



On the basis of the students' responses, it could be concluded that the participants were aware of the factors that enabled them to succeed in acquiring English writing skills. The interviews with the students, a lecturer and an online tutor were conducted to further explore the identified information.

## **7.6 Interview Data Analysis**

The interviews involved eight participants, a lecturer, and an online tutor. The interviews aimed to explore more deeply their views of the learning process and achievement. To differentiate between the interviewees, the term "students" refers to the student interviewees, "the lecturer" refers to the Writing 4 course lecturer and "online tutor" refers to the Writing 4 online tutor.

### **7.6.1 Interview with the Students**

The aim of the interview carried out with each student was to obtain a better understanding of the way the students accomplished their learning goals. Relevant information was identified and grouped into three major themes: the students' perspectives on successful distance learning, their perspectives on the lecturer and online tutor's roles, and their perspectives on the Writing 4 course material.

#### **7.6.1.1 The Students' Perspectives on Successful Distance Learning Students**

The term "success" refers to a condition whereby students completed the programme. The students' perspectives on successful distance learning students was specified in

three different themes: the attributes of a successful distance learning student, learning strategies and retention.

### **Attributes of a Successful Distance Learning Student**

The attributes of a successful distance learning student arose when the students were asked about factors that led them to achieve successful distance learning. Three specific themes related to this were identified: motivational control, independent control of learning and establishment independence.

Five students suggested that motivational control was an essential element in predicting the success of a distance learning student.

*To become a good distance learning student, I have to study hard and never give up. (X326)*

Of the eight students, seven considered independent control of learning as an approach to building skills and knowledge.

*We are like students of conventional universities, but we have more responsibilities compared to them. They frequently meet the lecturer (but we don't). Therefore, distance learning students must be more discipline and we must have personal initiatives to study. (X527)*

Regarding independent control of learning, six students provided examples of establishing the independence.

*I make... every semester I choose the courses that I want to register. In this semester I also identified the courses that I have to reregister because I got A or D. Like that. So, I evaluate myself why I got a D. If, for example, I cannot learn by myself, I must look for assistance, such as participating in a face-to-face tutorial. (X527)*

## Learning Strategies

Four more themes were identified from the analysis: improving learning quality, using social media, using the internet and utilising other learning sources. Six students suggested that improvements in learning strategy might facilitate high achievement.

*I got bad grades last semester and I must retake the courses to improve the grades so I set better target. I allocate more appropriate time to study, I mean not how long I spend the time to study but how good I utilise the time. Having long study hours, but low in quality is not good. (X089)*

Five students mentioned that they used social media, including Facebook, Blackberry Messenger, Twitter, and WhatsApp to exchange information and practice the writing skills.

*Usually I communicate with other students through WhatsApp or Facebook. We share information about tutorial or when we do not understand something in the course material. (X404)*

Meanwhile, three students utilised the internet to find further explanations for the subject they learnt.

*I look for further information about something by googling it. (X326).*

Five students utilised other learning sources to improve their writing skills, including reading English magazines and digital books.

*Sometimes I read imported IT magazines. I always imitate the structures of sentences. (X089)*

## **Retention**

Seven students committed themselves to continue until they finished the programme and they did not see any reasons to quit or resign.

*I will never quit until I finish. If I get poor examination results, I will reregister until I get the best grades. (X315)*

Meanwhile, one student decided to quit due to poor knowledge of the English language.

*I quit as I know very much my English skills and it seemed that it would very hard for me to develop the skills. In addition, I did not get support to force me to make a commitment to study or a breakthrough to pump up my spirit to study much harder so that I can understand many things. I think it was very difficult because my English was very poor. I have tried since the first semester, but still I did not improve. I really wanted to continue, but I did not get support. (X443)*

### **7.6.1.2 The Students' Perspectives on the Role of the Lecturer and Online Tutor**

Three themes were identified from the analysis of the students' perspectives on the role of the lecturer and online tutor: the gap between the students and lecturer, feedback provision and blended learning.

#### **The Gap between the Students and Lecturer**

The gap between the students and the lecturer had been a recurrent theme in the analysis of the interviews with the students since the first stage of data collection. Seven students stressed the importance of communication with the lecturer as part of

the learning process. The students argued that there was an unbridged gap of communication between them and the lecturer.

*I think that although it is a distance learning, there must be a lecturer, we must have a lecturer. What I feel that when I take the examination and receive the results, I do not know whom I should ask about the results, such as how they are assessed. (X089)*

### **Feedback Provision**

The theme of feedback provision or absence of feedback recurred. Four students mentioned that they did not receive feedback on the assignments they did during the Writing 4 online tutorial sessions. The assignments were given in the third, fifth and seventh week of the online tutorial programme. The following comment was made by a high achieving student who had gained an A grade in each course.

*For the Writing 4, as long as I remember, I have never received feedback from the online tutor. I have never received feedback on how should I write correctly. (X326)*

Furthermore, two students emphasised that the absence of feedback did not only occur in the Writing 4 online tutorial, but also in other online tutorial courses. However, it was noted by other students that a few online tutors provided feedback and guidance.

*Some online tutors gave guidance and feedback and were keen to help the students. While, there were online tutors who only gave tasks and instructions, then they disappeared until the next weekly session began. (X589)*

The students' views about the absence of feedback and its varying formats have been evident since the first stage of data collection. The evidence suggested that there were no guidelines or standard procedures for providing feedback. The points raised by the students about feedback were investigated further in the interview with the online tutor.

## Blended Learning

Three students suggested that having face-to-face sessions with a lecturer or a tutor as a complementary activity might increase their motivation to study.

*If I have a tutor in X (name of a country) and also some friends from the same programme of study as well as course material, I am convinced that my motivation will increase. (X326)*

### 7.6.1.3 The Students' Perspectives on the Writing 4 Course Material

Two themes were identified from the analysis of how the students viewed the Writing 4 course material and related it to their achievement.

#### Course Material and Achievement

In their accounts of the Writing 4 course material, five students argued that the course material was very important. One student asserted clearly that the course material affected achievement. However, the gathered quantitative data did not uphold this.

*Once I did not buy the course material and I was not ready to take the examination. Consequently, the result was not good. (X539)*

*I always buy the course material and I learn from them very much because I never participate in the online tutorials. Without the course material I will not know what the examination is about. (X315)*

Table 7.8 below shows the achievement of students who purchased the Writing 4 course material and those who did not purchase it.

**Table 7.8** The Student Achievement in the Writing 4 Course and Purchased of Course Material

ID	Writing 4 Course Material	Grade
X529	Purchased	A
X893	Did not purchase	A
X326	Purchased	A
X811	Purchased	C
X515	Purchased	C
X401	Purchased	C
X443	Purchased	C
X539	Purchased	B
X381	Purchased	B
X315	Purchased	B
X527	Purchased	B
X089	Purchased	A
X589	Did not purchase	B
X854	Purchased	B
X404	Purchased	A
X662	Purchased	B

### Reasons for not Learning Effectively from the Course Material

Three themes emerged as being important reasons for not learning from the Writing 4 course material: conflicting time pressure with employment, the course material was not interesting, the course material was difficult to understand due to poor knowledge of the English language. Limited time to study due to conflict with employment is a recurring theme that was identified in the last analysis. Three students argued that they did not have enough time to study as they spent most of their time working.

*Because of limited time like I mentioned. So I think it becomes a challenge. I must face difficulties when doing the tasks or assignments. (X527)*

Another student described the Writing 4 course material as being not interesting.

*It can be said that the Writing 4 course material is a bit difficult to understand. It can also be said not too interesting, especially if I read it after a full day working. May be because I am too tired to read. There needs to be some illustrations I think. (X089)*

Another student mentioned that poor knowledge of the English language could be an obstacle when learning the Writing 4 course material.

*I think I am poor in English so that it is difficult to understand the lessons. (X443)*

#### **7.6.1.4 Summary of the Interview with Students**

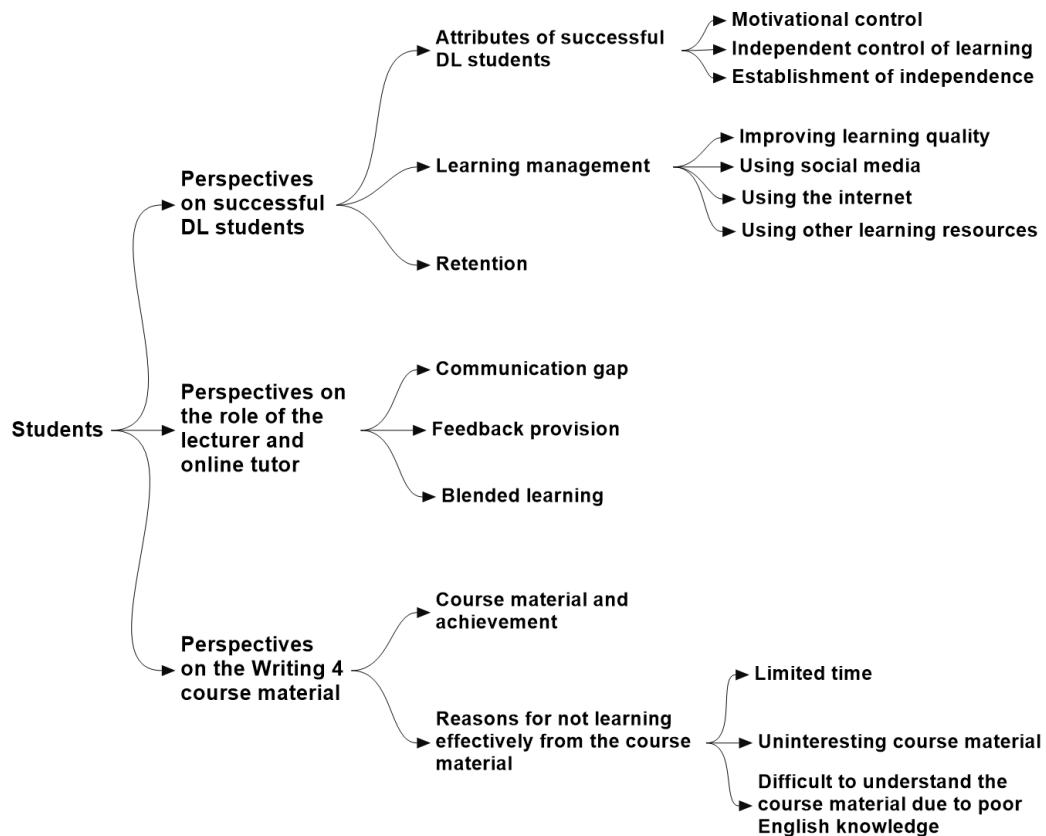
Three major themes were identified from the interviews conducted with eight students: students' perspectives on successful distance learning students, the students' perspectives on the role of the lecturer and the online tutor and their perspectives on the Writing 4 course material.

Success in distance learning can be achieved by making use of effective learning management, including improving the learning quality, using social media, using the internet and using other learning resources. These initiatives, which were regulated through motivational control, independent control of learning and the establishment of independence, led the students to be persistent in their efforts to complete the programme.

Regarding the students' perspectives on the role of the lecturer and online tutor, three major themes were identified: a communication gap, feedback provision and blended learning. The students explained that they needed to have better communication with the lecturer. Another form of communication gap was the absence of feedback from the online tutor. It is important to note that this is a recurrent issue. It was suggested that blended learning, which combined distance learning and face-to-face tutorials, might increase student motivation to study.



Whilst the majority of the students explained that the course material was important in the learning process, it was also found that it affected their achievement. This should be interpreted carefully, because the quantitative data did not support this finding. Most students did not learn effectively from the course material, because of three reasons. Firstly, they did not have time to study due to employment responsibilities. Secondly, the course material was not interesting. Thirdly, they were unable to understand the course material because their level in English was poor. The following figure summarises the themes from the interviews with the students.



**Figure 7.9** Identifiable Themes from the Interviews with the Students

### **7.6.2 Interview with the Lecturer**

The lecturer of the Writing 4 course had the same role and responsibilities and performed the same tasks as the lecturers of the Writing 1, Writing 2, and Writing 3 courses. Some recurring themes were identified, particularly those related to tasks and responsibilities. The lecturer emphasised that a lecturer was a course coordinator, not necessarily a content expert. The lecturer said:

*The lecturer's position is more likely as a course coordinator, not a content expert. However, if he or she has knowledge and expertise in a field, for example, writing, then why not? (Lecturer)*

Two broad interrelated themes were identified from the analysis: Academic and Operational issues.

#### **7.6.2.1 Academic Issues**

Four themes related to academic issues were identified: the continuity of the course content, time allocation to study, the absence of an entry test policy and blended learning.

##### **Continuity of Course Content**

The lecturer identified that there were gaps between one writing course and another. The lecturer, emphasised particularly the importance of the continuity of course content as well as the level of complexity because the Writing 1, 2, 3 and 4 courses were interconnected.

*I checked the data and I wondered only a few students passed the examination. I suspect that they were not good enough in Writing 3 .... The Writing 4 is the final product of the previous writing courses. If the students' skills in Writing 1, 2, and 3 are not strong enough, usually they will have difficulties when taking the Writing 4. (Lecturer)*

### **Time Allocation to Study**

The lecturer believed that the students did not allocate time to study as they were occupied with their employment.

*Based on my experience as an online tutor, I am sure that the students did not invest enough time to do assignments. Of course they need extra time to learn writing. .... The key depends on the students, what is it..., how serious, how regular, how continuous they do the exercises or assignments. Most of them do not know that writing skills cannot be built up, instantly; they must polish their skills beat-by-beat, day-by-day practice to write. (Lecturer)*

### **The Absence of an Entry Test Policy**

The lecturer recommended the entry test as important. He suggested that the entry test might be adopted for certain programmes of studies, although the university applied no entry test requirements. The entry test was believed to be useful to assess whether the students had the basic knowledge of English required. The absence of an entry test was considered to affect student achievement.

*I asked some exam markers, such as X (name of a marker) about the quality of the students writing in the examination. He said that because Writing 4 still not strong enough. In fact, Writing 4 was the last checkpoint before they continued to register for translation-based courses. Writing courses were serial courses of writing skills. This must be traced back. I think the condition would be different if there was an entry test. (Lecturer)*

This issue is relevant as the analyses of the first and last data found that two students resigned because they were not able to follow the lessons due to their poor level in English.

### **Blended Learning**

The lecturer believed that the blended learning that combined online learning and face-to-face sessions held in the Regional Offices was worth a try because it might intensify the communication between the tutor and students.

*I think that the online tutorial for Writing was not enough. I remember when I was in the college, I needed up three times, back and forth to discuss my writing with the lecturer. We should adopt this approach as a backup to the online tutorial. For example, the tutor gives an assignment in the online tutorial and in the following face-to-face session they discuss the assignment. I think the students will learn better. (Lecturer)*

The lecturer continued to point out that implementing blended learning was not simple as it needed careful preparation and human resources.

*The problem is that not all Regional Offices can implement it. However, at least there must be a pilot. A pilot that gives the students guidance to improve their writing skills through face-to-face sessions just like in a conventional university. (Lecturer)*

Further investigation found that the university adopted blended learning. Attending a face-to-face tutorial was elective, but in some programmes of study, including in the Faculty of Education and Teacher Training, attending a face-to-face tutorial was compulsory as a complimentary element to support independent learning.

### 7.6.2.2 Operational Issues

The lecturer was concerned about three important things related to operational issues: problems of administration, learning support provision, and quality control and development.

#### Problems of Administration

The lecturer was fully aware that the Programme of Study was part of a system that directly interconnected with other units within the university. For example, the lecturer explained that sometimes academic matters had to conform to fit with university administrative systems. The lecturer commented:

*I insisted on replacing the information on the cover of the examination paper. It should have written "Closed Dictionary", but they said it was too late. It could not be done at that time as there were some procedures that need to take. I submitted the complaint to X (person in charge of student support). It happened again this semester. I think that the staff who prepared the examination materials did not receive the instruction from the head unit or supervisor so that the problem recurred. (Lecturer)*

#### Learning Support Provision

In order to improve learning support, the lecturer recommended some reinforcement of actions:

- Doing a comparative study of how distance language learning was delivered in other countries that shared similar characteristics, particularly geographic characteristics, with Indonesia as a benchmarking initiative,

- Conducting research to identify the most suitable approaches to deliver the teaching of writing through online learning;
- Conducting proper supervision for the online tutorial process that covered online tutor recruitment, online tutor management, and online tutor evaluation.

### **Quality Control and Development**

The lecturer said that the improvement of the quality of the course material was urgent.

The lecturer continued to explain that improvement should be carried out through the following procedures:

- Reviewing the instructional design to adapt to new developments and current issues in distance language learning;
- Empowering the lecturers so that they are not only course coordinators, but also involved in the learning process, including having access to the students' examination results.

#### **7.6.2.3 Summary of Interview with the Lecturer**

The purpose of the interview with the lecturer was to examine the lecturer's role in the learning process and outline further information about the student achievement from the lecturer's perspective. Some relevant information was gathered. The following issues affected the student achievement are based on the interview with the lecturer: continuity of the course material (Programme of Study's responsibility), limited time to study (students' responsibility), the absence of an entry test policy (university's responsibility) and quality control and development (Programme of Study and

University's responsibility). Comments from the lecturer showed a need for both improving the learning support provision and providing blended learning in order that the students obtain better achievement and improve their writing skills. It was also found that the lecturer expected to have better access to the students' achievement records and be engaged with innovation in academic matters. In conclusion, the interview with the lecturer provided a useful insight into the relevant issues related to the student achievement and understanding the distance learning process from a different perspective.

### **7.6.3 The Interview with the Online Tutor**

Unlike the online tutors of the previous online writing courses, the online tutor of the Writing 4 online tutorial was a member of staff working at X (an institute of language development) who was recruited to become an online tutor. The outline of the Writing 4 online course was prepared by the Programme of Study, but the online tutor was able to make some adjustments to accommodate current issues.

*I was appointed by the Programme of Study an online tutor of the Writing 4 online tutorial. I was convinced that the students must have been good at writing because this was the last level. They were trained in the Writing 1, 2 and 3. .... The Programme of Study prepared the online course outline, but they gave me opportunities to make some alteration. (Online tutor)*

The Programme of Study also provided a short training to operate and manage the online tutorial. Except for technical training, there was no training related to feedback provision. More than 200 students registered for the Writing 4 online tutorial. However, approximately 100 students actively followed the sessions. A number of issues were identified and classified into four broad themes: the students' English

writing skills development, approaches to improve the students' writing skills, the roles of the Programme of Study in improving online tutorials and challenges for delivering effective online tutorials.

#### **7.6.3.1 The Students' English Writing Skills Development**

The online tutor identified that the great majority (80%) of the participants' writing skills were still weak. This issue was also echoed by the lecturer. The online tutor said:

*Many of them did not know how to begin writing a composition and even they did not understand how to construct good paragraphs.  
(Online tutor)*

Consequently, of the 100 students who participated the Writing 4 online tutorial, approximately 25 students obtained high scores. As the online tutor said:

*The students who got high score were between twenty to thirty students. They, I assumed to pass the online tutorial. (Online tutor)*

The investigation into the scores the students got in Writing 4 course found that the majority of the students' scores in the Writing 4 online tutorial were lower than the scores they got in the Writing 4 examination. The online tutor identified three factors that might have a relationship with low achievement: writing practice, reading practice and the absence of an entry test policy.

#### **Writing Practice**

The lecturer suggested that the students did practice their writing skills. Furthermore, the online tutor argued that the students' writing skills should have been better as they had taken the Writing 1, the Writing 2 and the Writing 3 courses.



*I think they did not invest time to practice their writing skills. .... I often wondered why their English writing skills were still very poor. They have taken Writing 1, 2 and 3, but in fact, their skills were below my expectation. (Online tutor)*

### **Reading Practice**

Similarly, the online tutor associated poor English writing skills with inadequate reading practice. The reason behind inadequate reading practice was poor vocabulary. In writing, the online tutor mentioned that having a wide range of vocabulary as well as grammatical knowledge were important for writing.

*A reason (for poor English skills) was because they did not read a lot. Consequently, the vocabulary was also limited. (Online tutor)*

### **The Absence of an Entry Test Policy**

The issue of the absence of an entry test policy was raised by the online tutor and the lecturer of the Writing 4 course. The online tutor was of the opinion that there was an indication that the absence of an entry test policy affected writing skill acquisition.

*(The absence of an entry test policy) might be one of the factors (that caused varied writing skills among the students). (Online tutor)*

#### **7.6.3.2 Approaches to Improve the Students' Writing Skills**

In order that the students improve their writing skills, the online tutor provided two types of feedback: correction and guidance.

## Correction

The online tutor provided individual and group feedbacks. The individual feedback was given to particular students while the group feedback was given to all students in the form of a summary or enrichment.

*When I examined an assignment, for example, writing a letter, I found the answers failed to comply with the instruction. Then I asked the students to read the instruction and redo the assignment. (Online tutor)*

The students seemed not to utilise the feedback as a means for further discussion.

*Some of the students replied the feedback I gave. But they never asked for further explanation. Mostly said wrote 'I understood, Thank you' that's all. (Online tutor)*

## Guidance

Group feedback generally focused on encouraging students to participate in the on-going online tutorial sessions.

*Every week, I checked the discussion forum, who were active and who were not. I encouraged all students to be active in the discussion forum. I sometimes answered the questions or problems they asked. (Online tutor)*

### 7.6.3.3 The Roles of the Programme of Study in Improving Online Tutorials

In response to the questions related to the relationship between the online tutor and Programme of Study, the online tutor indicated that the online tutor and the Head of the Programme of Study rarely had communication, particularly about the online tutorial activities. Furthermore, the online tutor did not have access to information

about the students' final examination results in order to find out the contribution of the online tutorial in their achievement.

*There was no evaluation by the Programme of Study. I submitted the report at the end of the online tutorial session. I did not know whether the students who joined the Writing 4 online tutorial passed the exam or their grades. (Online tutor)*

#### **7.6.3.4 Challenges for Delivering Effective Online Tutorials**

The online tutor mentioned some difficulties regarding the engagement with online tutorials intensively. Although the online tutor was expected to be involved in an intensive interaction, the online tutor's main employment and family took most of the online tutor's time and attention. Accordingly, the frequency of tutoring was kept at a minimum.

*I work and I also have a child at home. I must accompany her until she sleeps. After she falls asleep, I have time to check the online tutorial and read the postings. Approximately, I checked the online tutorial three times a week. (Online tutor)*

#### **7.6.3.5 Summary of the Interview with the Online Tutor**

Some recurrent themes were identified in the interview with the online tutor of the Writing 4 online tutorial, including limited levels of practice, the absence of an entry test policy and difficulties in providing formative and individual feedbacks. Although the online tutor seemed to spend limited time to access the Writing 4 online tutorial, providing feedback was prioritised. However, the students seemed not to make use of the feedback given by the online tutor.

The online tutor found that the majority of students' writing skills were still poor. Poor writing skills were caused by inadequate writing practice, insufficient reading practice and the absence of an entry test policy. To improve students' writing skills, the online tutor suggested provided feedback in the form of correction and guidance.

The online tutor described how the online tutorial often interfered with her own main employment and family responsibilities. These conditions led the online tutor to access the online tutorial irregularly. It was also found that the online tutor did not have regular communication with the Head of the Programme of Study.

## **7.7 Chapter Summary**

Due to the small sample size of the participants (N=16), the results cannot be generalised. However, the results provided some support for understanding the factors that influenced student achievement in the Writing 4 course from three different angles: the students, the lecturer and online tutor. The results also confirmed some recurrent findings.

The descriptive analysis indicated that the majority of the participants showed high levels of agreement with the questionnaire items that were grouped into twelve variables: self-efficacy, self-determination, goal orientation, attributional styles, autonomy, self-regulated learning, learning styles for writing, learning strategies for writing, cognitive strategies for writing, metacognitive strategies for writing, locus of control and feedback. On the basis of this analysis, the characteristics of the participants of the final stage were identified.

The results of the correlation analysis were not very encouraging. Only three items were indicated to have strong and significant correlation with achievement: focusing on examination results, attributing the difficulties in obtaining a high achievement to the burden of family and employment responsibilities and preferring to have formative feedback.

Of the 16 students, three students demonstrated to be high achievers as they obtained grade A throughout the English writing courses (between the Writing 1 and the Writing 4 courses) while three students obtained grade A in the first three writing courses, but obtained a grade B in Writing 4. On the contrary, four students demonstrated to be low achievers as their grades dropped and they obtained a grade C in the Writing 4 course.

Similarly important, the information collected from the open-ended questions suggested that the participants were able to identify the factors that promoted and prevented success in the distance learning English writing course. There seemed to be a tendency to attribute achievement mainly to the students' efforts to establish the management of their learning. Absence of feedback, the communication gap between the students and the lecturer, poor English skills and limited time to study were also among the recurrent issues associated with less achievement. The students' inability to meet the academic requirements, particularly due to their poor English level and lack of skills, led them to resign.

Overall, blended learning was an interesting emerging theme identified from the analysis. Blended learning, which combined distance learning and face-to-face

sessions, was also raised and advocated by the lecturer as an initiative to improve the students' writing skills. Similarly, the online tutor associated low achievement with the absence of an entry test policy. In conclusion, the following table illustrates the themes related to student achievement and skills from the three parties.

**Table 7.9** Themes Related to Student Achievement and Skills from the Three Parties

	<b>Students</b>	<b>Lecturer</b>	<b>Online Tutor</b>
Good course material	×	×	-
Time to study/practice	×	×	×
Initiatives to improve learning quality	×	×	×
Learning support from the institution	×	×	×
Blended learning	×	×	
Entry test	-	×	×

## CHAPTER 8: DISCUSSION

### 8.1 Introduction

This study investigated the factors that affected student achievement in a distance learning English writing course and examined the reasons that made students drop out. To accomplish these aims, the researcher selected a cohort of students who registered for writing courses offered at a distance learning university in Indonesia. Student progression and achievement were monitored through a longitudinal study lasting four semesters; each consecutively concerned with the Writing 1 course, Writing 2 course, Writing 3 course and Writing 4 course. This chapter discusses the empirical findings in relation to the two research questions below:

1. What factors affected achievement?
2. What caused students to drop out of the programme?

The current study was successful in yielding empirical research findings that showed the relative significance of some factors that affected student achievement and caused students to drop out of the programme. Discussion of the results presented in this chapter is based on the major findings of the analyses. The following sub-sections discuss the results related to achievement and dropout. The quantitative and qualitative data were used to explore the essential factors, which influenced student achievement and dropout. Accordingly, the data were used to formulate substantive conceptions of student achievement and dropout in a distance language learning context. Furthermore, the results are linked to the review of literature in order to provide empirical evidence regarding the factors that affected student achievement and the

reasons for dropping out of the programme. This chapter also includes a discussion of the strengths and limitations of the study. In addition, recommendations for further study and the institution are made. To provide links and insights into the results indicating significant correlation, the first subsection of this chapter discusses the changes and regularities in findings from Stages 1 to 4.

## **8.2 Changes and Regularities in Findings from Stages 1 to 4**

The trend of significant quantitative findings from stage 1 to stage 4 were mostly similar. Negative correlations continuously were found in two or three stages. For example, formulating a study plan showed negative correlation with achievement in the first and third stage of data collection. Similarly, having an ability to be a self-directed learning students was negatively correlated with achievement. Ideally, the two initiatives should have been positively correlated with achievement. Thus, the more the students formulated a study plan, the higher the grade they obtained. The findings, however, were opposite. The interviews with students were conducted to probe and triangulate the data.

The qualitative data from the interviews indicated that students faced challenges to manage their studies, particularly for those who were in employment. Employment responsibilities were found to be the main obstacle the students had. Thus, students were not able to execute the learning schedule they had prepared, because their employment responsibilities did not allow them to do so. Comments from student disclosing the problems were:



*It is difficult to become an independent student because of many reasons. I work more than 40 hours a week and I don't know to manage my studies. (X797)*

*I once tried to put a note on the mirror. It was about what I had to do, including the new vocabulary I had to remember. I planned that while I was combing my hair or put make up, for example, I could read it so that I could remember. My employer once said that the way I managed my study was like what a primary school student did. In practice, however, it is difficult to follow what I have written because my employer needs me all the time. She is my responsibility and I must sacrifice what I have planned if she needs me. Consequently, I never studied, although I had planned it. (X096)*

In short, although students prepared a learning schedule, they were unable to implement it due to their employment responsibility. Hence, the correlation results were negative. This may answer the counterintuitive findings. The implication of the findings is that distance language learning students, particularly those who are in employment, need to be trained on how to manage their study time. One of the initiatives that can be done is through academic counselling with the lecturer, particularly in the early semesters, because most of the students are not familiar with distance learning system and independent learning. Lecturer can help students to manage their study, including to select the courses to be taken in one semester. This is in line with the recommendation advocated by Spratt, Humphreys, and Chan (2002) and Hurd (2005) that introducing self-managed learning skills to distance learning students is very important. Thus, the current study has raised an important recommendation of particular measures to prepare students to study in a distance learning institution.

Meanwhile, correlation between making a draft in Indonesian prior to writing the English composition indicate positive correlation over three stages (between 1 and 3 stages of data collection). Although this practice seemed to be successful, criticism

was raised by the online tutor of the Writing 4 who maintained that the English sentence structures made by students were inaccurate and unnatural.

Different correlation results were also found. For example, in the first stage correlation between focusing on mastering the subject and achievement was negative. In the following stage, the correlation was positive. Some students admitted that they learnt how to become more independent students, including how to study the course materials from the questionnaire they filled in. An important lesson learnt from the students' comments is that intervention is an alternative solution to improve the learning process.

### **8.3 Themes Related to High Achievement**

The first research question investigated the factors that affected achievement in the distance learning English writing courses. This investigation was both quantitative and qualitative. The discussion is based on the experiences, perspectives, beliefs and expectations of the students who studied the four levels of writing course along with the experiences and perspectives of the lecturers and online tutors, as well as the results of statistical analysis. The statistical analysis in each respective stage of data collection showed some questionnaire items that had a significant positive correlation with achievement. The following sections discuss the key themes related to high achievement.

### **8.3.1 Concept of Competence**

With regard to the development of competence, the findings showed that there were two types of students: performance-oriented students and competence-oriented students. Performance-oriented students exerted their best efforts to gain a high grade in the examination. This approach was reflected in focusing on learning certain subjects or topics that were likely to appear in the examination. In other words, students made a prediction of the examination questions and they studied based on these predictions.

In this study, performance orientation was found to correlate significantly with achievement in the Writing 4 course. The main reasons for becoming performance-oriented students stemmed from two major aspects. Firstly, grade reflects achievement and competency level. Students must have a minimum grade in the previous course to take the following course. Secondly, students did not want to upset people who had supported them, either financially, emotionally or spiritually. In addition, obtaining a low grade was considered an indicator of lack of seriousness in studying.

Conversely, competence-oriented students exerted their best efforts to master the lessons through understanding all learning activities of the course material. It suggests that competence-oriented students followed the guidelines pertinent to the use of the course material. It also suggests that competence-based students evaluated their achievement each time they finished learning, because each learning activity is completed with exercises and assignments. In other words, competence-oriented students sought to improve their competence, in this case competence in writing.

Although there was no significant correlation between achievement and following the course guidelines, the descriptive analysis indicated that competence-oriented students are different from performance-oriented students in terms of defining the concept of competence.

In relation to goal orientation (Pintrich, 2000), the current study provided clear evidence of different students' goal orientations. The current study showed that students had their own reasons for being performance orientation or mastery orientation. Compared to Vanijdee's (2003) findings, the current study has found that students who followed the course guidelines demonstrated autonomous and metacognitive skills. It is important to note that it cannot be said that one orientation was superior to the other.

It has been suggested that distance learning students should adopt a mastery orientation rather than performance orientation, because they do not compete with other students as in a conventional university (Ergul, 2004). The current study found that performance orientation, which, in turn, aimed to obtain high grades, was not to compete with other students. Some performance-oriented students set their target to obtain high grades in order to impress their colleagues and other people, including employers and dependants. It was noticeable that distance learning students adopted performance orientation in order to be confident that they had high academic achievement.

Another relevant finding is that this study has agreed with Radovan (2011) that students who were interested in developing their skills and knowledge exerted greater

efforts to learn. The implementation of the greater efforts to learn was by following the guidelines of the course material. It goes without saying that following the course guidelines needs a careful learning plan and good evaluation skills, because students are expected to obtain a certain passing score before they proceed to the following learning activities. Thus, students need to be trained to set and assess their learning goals (Schunk, 1990).

### **8.3.2 Making a Draft of a Composition in Indonesian Prior to Writing the English Composition**

Making a draft of a composition in Indonesian prior to writing the English composition is a common learning strategy that students adopted in the first three stages of the study. Although Indonesian and English have different grammatical constructions, this strategy was found to have a significant positive correlation with achievement. Indeed, making a draft of a composition in Indonesian prior to writing the English composition as a learning strategy to acquire knowledge and writing skills has a number of limitations. One major drawback of this strategy is that sentence structure and word selections tend to be vague. Larson (1984) emphasised that translating requires a comprehensive analysis of lexical elements, grammatical elements, cultural context of the source text and the communication situation. Students with less experience in translating may have found it difficult to translate sentences into English naturally. For example, a lecturer mentioned that the English composition that the students wrote was like a direct or literal translation from Indonesian into English. Overall, making a draft of a composition in Indonesian prior to writing the English composition did not

improve students' English writing ability – at least for the majority of students who participated in the Writing 4 online tutorial.

Using the first language (L1/Chinese) to help students write a composition in a target language (L2/English) is demonstrated by Wang and Wen (2002) who found that students tended to use L1 to generate and organise ideas while writing L2 composition. Furthermore, Wang and Wen found that the practice of translating from L1 into L2 was a foundation to develop writing ability. However, it could be argued that using a direct translating method from L1 into L2 to learn writing is inappropriate. According to Razmjou (2002), a good translator needs to have a comprehensive knowledge of L1 and L2.

A more recent study conducted by van Weijen, van den Bergh, Rijlaarsdam, and Sanders (2009) to examine the use of Dutch (L1) when writing English (L2) found that L1 use during writing L2 was negatively correlated with writing quality. In addition, it was found that the use of L1 did not relate to the quality of L2 writing. In terms of correlation, van Weijen et al.'s findings do not support the statistical findings of the current study.

### **8.3.3 Formative Feedback**

One obvious finding from this study is that students, particularly those who participated in the online tutorials, wanted formative feedback on their assignments and exercises that not only showed them the weaknesses and strengths of their work, but also provided advice, guidance and support for improvement. However, it is

important to note that a small number of students preferred to have a feedback rating or score as it affects their final grade.

Formative feedback significantly correlated with achievement. According to students who participated in the online tutorials in this study, good formative feedback should be timely, constructive, directive, individual and motivating. This implies that students need feedback, particularly formative feedback to help them improve their learning.

The fact that formative feedback for distance learning students is an important part of learning can be seen from two aspects. Firstly, distance learning students are not able to seek further explanation for the assignments they do, because communication with lecturers or tutors is mostly conducted asynchronously and real time communication with lecturers and tutors is usually very limited due to the large number of students. Secondly, distance learning students need advice, guidance and support from lecturers and tutors to improve their learning, particularly during the first stages of their study. From the perspective of students, this suggests that formative feedback is an important part of effective learning.

In distance learning, feedback could be a communication channel that connects the students and lecturers (Hyland, 2001). Motteram and Forrester (2005) emphasised that feedback is among the needs that distance learning students have. Previous studies have reported that feedback develops motivation and improves students' understanding of certain subjects (Hyland, 2001; Hismanoglu & Hismanoglu, 2009). A number of authors, including Price (1997), Miller et al. (1998) and Hurd (2005)

have considered the effects of formative feedback on improving learning experience in a distance learning context.

Expectations to receive formative feedback were also articulated by students undertaking a distance English course run by the Open University of Hong Kong (Hyland, 2001). Hyland found that the tutors have different views on feedback, such that the quality and the focus of feedback given by tutors are different. Another relevant finding is that students have expectations to receive formative feedback, this was in agreement with Hismanoglu and Hismanoglu (2009).

Lecturers' or tutors' feedback on students' assignments reflect a direct intervention on their part through written comments. This is a good example of learning support (Tait, 2003) and of helping to integrate the students into the university where they study (Usun, 2004).

Briefly, it can be said that formative feedback is an essential element in the distance learning English writing courses. Formative feedback does not only improve the quality of the learning process, but also link and integrate distance learning students with the lecturers, tutors and the institution. The findings of the current study showed that the lecturers and online tutors were working in challenging circumstance. However, the findings also showed that formative feedback has not received considerable attention from both lecturers and online tutors.



## **8.4 Themes Linked to Underachievement**

Five major issues related to underachievement are identified and discussed: distractions from family and employment responsibilities, absence of feedback, limited time to study, lack of writing practice and poor basic level of English knowledge and skills at first enrolment.

### **8.4.1 Distractions from Family and Employment Responsibilities**

The findings showed that most students who were married and in employment had higher ratings regarding distractions from family and employment responsibilities. It is important to note that the question related to distractions from family and employment responsibilities was not included in the first stage questionnaires. Similarly, the correlation analyses showed that distractions from family and employment responsibilities had a strong negative relationship with achievement in the Writing 2, 3 and 4 courses. This suggests that family and employment responsibilities are one of the factors that contribute to low achievement in writing courses.

This was clarified by students' comments in the interviews. A student who had young children commented that she gave up the study schedule to help her children do homework or prepare for examinations. A working student who took care of a senior person did not have time to study because such job required the student's full attention at all times. Another working student mentioned that long working hours affected the physical condition of the students, which indirectly prevented them from studying or

it meant that they studied with minimum effectiveness. These comments corroborate the findings that most of the working students in this study worked more than 40 hours per week and most of them spent less than 5 hours per week on study.

Although the current study failed to establish a correlation between study hours and achievement, the data and the students' comments highlighted that employment affected the students' efforts to study in two different ways: direct and indirect relationships. The direct relationship between employment responsibilities and students' efforts to study was experienced by almost all students with long working hours, particularly those who worked for more than 40 hours per week. The students who worked very long hours did not have time to study and practice their writing skills.

Having examined the written work of the students, the lecturers and online tutors believed that the effect of limited time to study and practice resulted in the students' poor writing, which in turn affected the student achievement. Thus, employment responsibilities affected the time allocated to study and eventually affected achievement. Meanwhile, the indirect relationship between employment and achievement occurred when working long hours affected the student achievement and writing skills development through tiredness. The students who suffered from tiredness indicated that they were not motivated to study. It could be argued that working long hours is a serious challenge not only to studying, but also to the development of writing skills and academic achievement. Clearly, it must be difficult for students to improve their writing skills and obtain high achievement through distance learning if they do not have the appropriate time to study and practice.

Previous studies evaluating the impact of family and employment responsibilities for distance learning students are consistent with the findings of the current study. A study by Xiao (2012) identifying the differences between successful and unsuccessful distance language learning students in China found that unsuccessful students attributed their slow progress to family and employment responsibilities.

The findings of the current study are also in line with a study conducted by Rakes et al. (2013), who found that the distractions of family and employment hindered the students in their efforts to study. In terms of the limited study time due to employment responsibilities, the findings of the current study agreed with the study conducted by Shin and Kim (1999), who found that job load affected the achievement of Korean distance learning students by impacting on their study time.

With regard to Weiner's (1992) attribution theory, success may be difficult to achieve as long as distance learning students are not able to manage family and employment responsibilities. This is a very challenging situation because these are unavoidable responsibilities. This has important implications for improving the relationship between students and lecturers and tutors, in terms of academic support. A good way to provide guidance, advice and support is through quality formative feedback.

#### **8.4.2 Limited Time to Study and Lack of Writing Practice**

The current study found that achievement did not correlate with the number of hours the students spent studying the writing courses. However, during the interviews, the

students, the lecturers and the online tutors postulated that low achievement had an association with limited time to study and lack of practice. Limited time to study and lack of writing practice were mainly caused by employment responsibilities. As discussed above, working students encountered difficulties in maintaining a balance between work and study, which, in turn, affected their study time and practice in writing.

The findings showed that most of the students spent less than 5 hours per week in studying the writing course. On the other hand, the Writing 1 lecturer expected the students to engage more actively in learning. The lecturer and online tutor who supported the writing course at level 4 ascribed poor writing skills to the students' lack of writing practice. The lecturer emphasised that allocating appropriate time to practice was essential groundwork for developing writing skills.

A study conducted by Chmiliar (2011) revealed that time management was affected by family and employment responsibilities. With regard to limited study time, Taplin and Jegede (2001) investigated achievement among Open University students in Hong Kong and found that long working hours per week (between 35 and 50 hours per week) did not prevent the students from obtaining high achievement. However, the study found that limited study hours (less than 5 hours on weekends and weekdays) resulted in low achievement.

A similar finding regarding a correlation between study hours and achievement was reported by Ergul (2004). In his study investigating the relationship between student characteristics and achievement in the Anadolu University distance learning

programme, Ergul concluded that the number of working hours did not associate with achievement. Unlike Taplin and Jegede (2001), Ergul did not specifically identify the number of hours the students spent on their studies. Therefore, it is difficult to construct a connecting thread, which links the two findings.

Although the two studies above revealed that study hours did not correlate with achievement, these results should be interpreted with caution. Both Taplin and Jegede (2001) and Ergul (2004) did not specifically focus on the participants who registered for a certain course.

It could be argued that each course requires different learning strategies and minimum amount of study hours per week. For example, a course that is designed to develop students' understanding of certain concepts requires much reading. However, a course that is designed to develop students' understanding of certain concepts and use of skills (like an English writing course), requires not only much reading, but also more practice and thus the course requires more study time. Thus, the findings cannot be extrapolated to all kinds of courses and students.

#### **8.4.3 Lack of Feedback**

Lack of feedback, particularly from online tutors, was a recurrent theme across the four stages of data collection. On the one hand, the students who participated in the online tutorials expected to receive timely formative individual feedback. On the other hand, the online tutors were unable to meet these students' expectations. Additionally, the findings showed that feedback provision, including different types of feedback,

was not consistent with all online tutors. Consequently, some tutees received feedback on their assignments and some did not. This mirrored the study by Hyland (2001), where tutees received different feedback from different tutors. From the interview with the online tutor of the Writing 4 course, it was found that feedback provision received little attention from the university leaders and policy makers.

The current study showed that the lack of feedback given by the online tutors was caused by the constraints on their time. Furthermore, the lack of feedback could be ascribed to the following four main reasons. The first was that the online tutors were not able to provide individual formative feedback due to the large size of the virtual class. On the one hand, the online tutors were expected to provide timely formative feedback. On the other hand, marking student assignments from more than one online classes was not manageable. The second reason was that the online tutorials were held over a short period of time and the online tutors were required to cover many aspects of writing. The third reason was that the online tutors had more than one virtual online classes. The fourth reason was the lack of active involvement of the university in promoting the importance of feedback in distance learning.

One online tutor mentioned that the training given mainly focused on technical matters, such as how to begin the online tutorial and upload materials for each tutorial session, rather than academic matters, such as how to provide feedback. The findings showed that although the online tutors believed that feedback is important in the learning process, the constraints inevitably led to a lack of feedback provision.

Feedback provision and easy communication with the lecturers and tutors were found to be two important factors that resulted in satisfaction in distance learning (Ali & Ahmad, 2011). Some students of the current study pointed out that they were not able to assess the quality of their writing due to the absence of feedback. The findings of this study showed that the absence of feedback had serious consequences and affected the students' motivation to study. These are in accordance with Hyland (2001), who claimed that feedback is an important element of distance language teaching and learning in promoting student motivation and achievement. Hurd (2005) and Ypsilandis (2002) maintained that feedback lead to a better learning process. Meanwhile, Tait (2003) identified feedback as part of learning support. Moreover, Usun (2004) concluded that feedback can establish the feelings of being connected with the university.

The findings of the current study showed that the absence of feedback from the lecturers and online tutors, and also peers, led students to feel alone and isolated which, in turn, led some students to resign (see subsection about the reasons for drop out in this chapter). Hurd (2007) demonstrated that absence of feedback and feeling isolated are likely to result in the development of anxiety among distance language students.

In brief, the current study affirms the findings of previous studies in the sense that feedback is a fundamental pedagogical principle in distance learning. The findings of the current study corroborate Moore's (1994) three types of interaction: learner-content interaction, learner-instructor interaction and learner-learner interaction, suggesting that interaction with lecturers and online tutors is the most important. The findings of the current study corroborate the ideas of Hillman et al. (1994) who

suggested the incorporation of student-interface interaction as a fourth component into Moore's (1994) three types of interaction. For example, some students made use of other learning sources and learning facilities by using modern technology-based devices (including smartphones and tablets) to enrich their understanding of the subjects being learnt. Other students joined an online group discussion to develop their writing skills as well as to obtain feedback.

The findings of this study, however, showed that student-content interaction, student-instructor interaction, student-student interaction and student-interface are inadequate. This study demonstrates that some students tried to seek help from other people, including employers, colleagues and siblings, to cope with challenges. Help-seeking behaviour was very important in particular when communicating with the lecturer or online tutor was unavailable.

A study by Taplin and Jegede (2001) found that low female achieving distance learning students were less likely to have help-seeking behaviour, compared to high achieving female distance learning students. However, the condition was not found in male distance learning students. The study indicated that gender can be an additional contributory factor to help-seeking behaviour. In terms of obtaining high achievement, Zimmerman and Schunk (2008) concluded that high achieving students were more likely to seek help, compared to low achieving students. This indicates that there is a correlation between help-seeking behaviour and achievement. Meanwhile, Vanijdee (2003) concluded that help-seeking behaviour is an element of autonomy. This suggests that distance learning students should develop an awareness of creative drive and a sense of personal autonomy to cope with challenges and enhance learning



strategies. Wedemeyer (1981) identified autonomy as a core tenet of distance learning. Thus, help-seeking initiatives deployed in an autonomous manner can help students find a direct response to the problems they face, since the lecturers or online tutors are unavailable all the time.

#### **8.4.4 Poor Basic Level of English Skills at First Enrolment**

Like other distance learning programmes for undergraduate levels, applicants are not required to sit an admission test when they apply for the Programme of Study where the study was conducted. Consequently, students' basic skills of English on entry to the programme vary and generally range from very poor to moderate.

The lecturer who supported the writing course at level 1 considered that a low level of basic skills in English at first enrolment to the Programme of Study was a cause of low achievement in the Writing 1 examination. Although most of the students obtained high grades in the Writing 1 examination, most students indicated that finding it difficult to understand the English grammar and their poor vocabulary constrained their development in written composition. Similarly, the lecturer and online tutor who supported the writing at level 4 attributed the students' poor writing skills to a low level of basic skills in English at the first enrolment. The Writing 1 and Writing 4 lecturers and online tutors expected applicants to have a minimum basic level of English skills, such as an intermediate level of English skills. This prerequisite is not the case for many distance learning students. Furthermore, the Writing 4 lecturer emphasised that the Programme of Study was not designed for those who had just learnt English.

Previous literatures on the relationship between achievement and basic level of English skills at first enrolment is insufficient. Little is known about the effect of the English skills level at the first enrolment on achievement. A number of participants in this study admitted to facing serious challenges due to their very poor English knowledge. Some studies, including the one conducted by Coleman and Furnborough (2010), found that previous language learning experience increased students' confidence when involved in a distance learning Spanish course. However, there is no finding which shows that students' Spanish skills prior to enrolling on the course affected their achievement. As a comparison, in a course that requires computational skills, prior knowledge was correlated with achievement (Pinyopanuwat, Wijitwanna, & Anguschoti, 2010). Taken together, these findings suggested that relevant prior knowledge might help students understand the course, which in turn would promote achievement. However, with the available information, caution must be applied.

### **8.5 Features of High Achieving and Underachieving Students**

A closer examination of the achievement that students obtained in the four levels of writing course showed that high achievers differed in the following ways. Firstly, high achievers studied the course material systematically. Statistically, high achievers had mostly high mean ratings across all four stages regarding learning the course materials thoroughly. In other words, they followed the course guidelines as recommended in the introduction to the course material. Following the course guidelines means that the students built their writing skills methodically. It suggests that they focused more on advancing their writing skills. In terms of goal orientation theory (Pintrich, 2000), high achieving students were mastery oriented, compared to underachieving students.

Secondly, high achievers attributed their achievement to their ability to cope with learning barriers, including limited time to study, limited learning facilities and distractions from other people and situations. This indicates that high achievers were able to solve problems, study independently and take on the responsibility and the consequences of being a distance learning student.

There are similarities between the characteristics of high achievers in this study and the characteristics of the highly autonomous distance language learning students described by Vanijdee (2003). The similarities are: following the course guidelines, performing self-diagnosis, having problem solving skills and taking responsibility for managing independent learning. In the current study, however, following the course guidelines was placed under the category of metacognitive strategies, which included planning, executing and monitoring the learning process and achievement. It is important to note that the self-instruction writing course materials require students to study consecutively and do assignments to assess their understanding of the subjects that had been learnt. Meanwhile, performing self-diagnosis, having problem solving skills and taking responsibility for managing independent learning were placed under the autonomy category.

The current study shows that the high achievers tended to follow course materials according to the structure, were able to identify problems, were able to seek appropriate solutions and took responsibility for undertaking an independent learning process.

## 8.6 Reasons to Drop Out

The second research question investigated the reasons that made students drop out of the Programme of Study. In the first, second, and fourth stages, some students expressed their intention to resign from the Programme of Study. However, the actual resignation happened in the first and second stages of the study. The information related to dropout was gathered through the open-ended questions embedded in the questionnaires. Identifying factors that might lead students to drop out of the programme of studies was also carried out through the interviews with the students.

It is important to note that the number of students who admitted to resign were only a few. For example, in the first stage of the study, two participants declared that they resigned from the programme. Meanwhile, in the second stage of the study, one student resigned from the programme. In the last two stages of the study, there was no information about students who resigned. Thus, results and discussion of student dropout is not as extensive as results and discussion of factors related to student achievement.

The student dropout rate decreased in the following semesters. This might indicate that students have been able to adjust themselves with distance learning system. Some students admitted that they were able to internalise the principles of distance learning, including regulating their study and employment responsibilities, managing self-study, setting targets to achieve and identifying opportunities to study. This supports Hurd's (2006) finding that awareness to build self-managed study skill develops along their study period.

It is generally thought that non-completion rates among distance learning students are higher than those students of conventional universities (Parker, 1999). The researcher agrees with Powell (2009) that the term “drop out” used in open and distance education is not the same as that used in a conventional university, as open and distance students can resume their studies at any time. The term “drop out” is selected here as the students admitted that they would not continue their studies. In practice, they might continue their studies sometime in the future.

A lack of basic skills of English and the inability to maintain a balance between study, work and life, particularly for those in employment, were identified as the two major findings from the study. A closer look at the findings of the current study reveals that dropouts fell into two types: students who directly resigned from the Programme of Study once they failed in the first examination and those who remained in the Programme of Study, but eventually resigned because they were not able to improve their English skills. These findings are consistent with other research findings, which found that achievement and satisfaction were predictors of student persistence (Joo, Lim, & Kim, 2013). In other words, the achievement is a factor that influences whether a student continues the study or drops out.

A lack of basic skills of English coupled with family and employment responsibilities and a lack of support from the university (lecturers and tutors), particularly in the forms of feedback provisions and peer interactions often led students to drop out of the programme. This finding supports the ideas of Tait (2003) and Nunan (1992) that learning support for distance learning students is essential. The following subsections discuss the themes related to the reasons for dropout.

### **8.6.1 Lack of Basic Skills of English**

Early resignation seems to be a common phenomenon in distance learning. Powell (2009) compared student retention and dropout at four different open distance universities employing multiple resits and found that nearly one-half of students in the four universities did not continue after taking one or two courses. This study found that early resignation was strongly linked to lack of basic skills in English. Lacking basic skills in English made it difficult for students to follow the courses, which eventually affected their achievement. The findings of the current study showed that at Stage 1, despite being able to resit examinations, a student decided to resign from the Programme of Study because of failure to pass the examination. The finding seems to be consistent with Nash (2005) who found that failure in the examination caused students to drop out.

Another student resigned because of the accumulation of not having strong basic skills and faulty expectations. The findings are in accord with previous studies, including those conducted by Chyung et al. (1998) and Park and Choi (2009), which indicate that students' low interest and employment caused students to drop out. The finding is also in agreement with Pierrakeas' et al.'s (2004) findings which show that lack of prerequisite knowledge and faulty expectations affected the students' decision to drop out of a distance learning programme. These findings suggest that there is a need for specific guidance for students to understand the programme prior to enrolling on the programme itself.

### **8.6.2 Inability to Balance Family, Employment and Study Responsibilities**

The findings of this study show that students in employment said that they had difficulties balancing work and study responsibilities, which affected their study time and eventually affected their achievement in the examinations. As stated by Kember (1989), the success in distance learning was linked to students' ability to manage their time for their family, employment and study. It has been demonstrated that study responsibilities often interfere with family and employment responsibilities, which in turn lead to a decision to drop out of a distance learning programme (Parker, 1999; Pierrakeas et al., 2004; Willging & Johnson, 2009).

The current study shows that family and work responsibilities often lead students to give up their study, especially those students whose employment/employers are not supportive. This was explained by Simpson (2006), who finds that distance learning students working for more than 15 hours a week appears to have a greater tendency to drop out. However, the current study found that a small number of students with high motivation, strong goal commitment and supportive employment were committed to study although their working hours were long.

### **8.6.3 Other Possible Sources of Dropping Out**

The study also found that a potential cause of student resignation was feeling isolated. At Stage 3, it was found that feeling isolated, accumulated with long working hours and personal and family responsibilities led students to take a study break. Although being separated from peers and institution is the nature of distance learning, new

distance learning students often find it difficult to develop self-managed learning, which, in turn, make them feel alone and isolated. In the current study, feeling alone and isolated, particularly happened to students who did not participate in the online tutorials. However, the current study also suggests that participating in the online tutorial did not immediately free the students from feelings of isolation. A possible reason for this situation was that the number of tutees in one online tutorial class were so large that it prevented the tutors from developing direct interaction with the tutees. In his study of students dropped out from a distance learning course, Nash (2005) also found that feeling isolated is common to distance learning students. This study suggests that if the problems related to feelings of isolation remain unsolved, they might in turn lead to resignation.

Although at the last stage, the students were asked to identify factors that might force them to resign, they insisted that they would continue their studies until they obtained a degree. Financial challenges were the other possible reason to drop out of the programme. The interviews with students in the last stage revealed that economic and financial challenges might force them to resign from the programme of studies. These findings are consistent with Parker's (1999) findings which showed that inability to pay the tuition fees led students to drop out of a programme. The students, however, suggested that instead of resigning from the programme of studies, they would take a study break so that they could resume their studies at any time.

In terms of financial resources, the current study revealed that the students funded their tuition fees differently. The first group was self-funding students. They were mostly working students. The second group was students whose parents paid the tuition fees.



The last group was students whose employees or spouses paid the tuition fees. These three groups of students admitted that factors which encouraged them to proceed with their studies until they obtain the degree is financial resources.

### **8.7 Original Contribution to Knowledge**

Although many researchers, including Jegede et al. (1999), Taplin and Jegede (2001), Vanijdee (2003), Ergul (2004), Hurd (2006, 2007) and Coleman and Furnborough (2010) investigated achievement in a distance learning context, very few researchers were reported to have used a longitudinal study and a systematic approach to identify relevant issues prior to conducting their studies. The current study has been developed through a systematic procedure. A systematic literature review and search developed a systematic theoretical framework within which student achievement could be more investigated. The framework was used to gather information related to student achievement. Though there are similar studies, the current study investigated student achievement in distance learning using a more comprehensive approach, including longitudinal design. This study has aimed to fill a gap in the distance language learning literature.

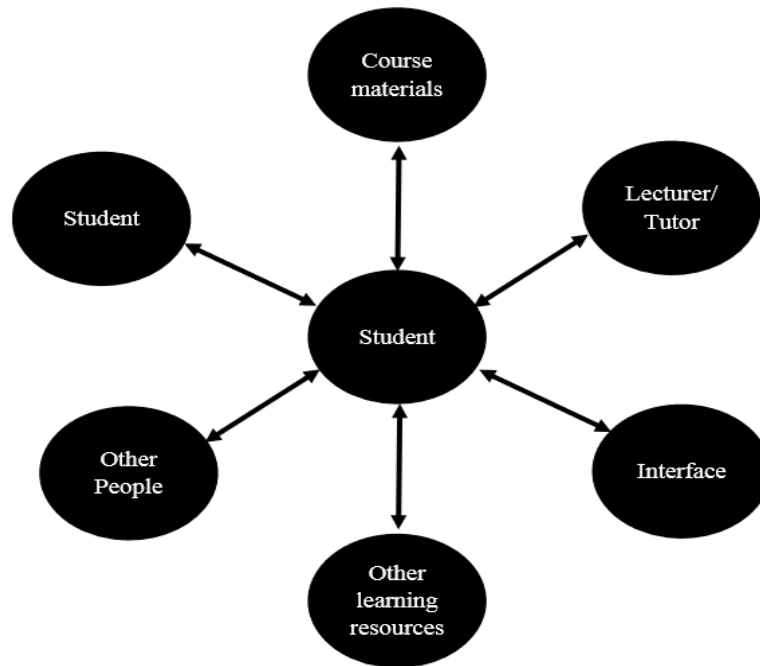
This study contributes to a broader understanding of the literature on student achievement and dropout in distance language learning from the perspectives of students, lecturers and online tutors. Substantial evidence indicated that achievement was correlated with distractions from family and employment responsibilities. This was supported by quantitative evidence from the last three stages of the study. The qualitative evidence showed that achievement was associated with absence of

feedback from the lecturers and online tutors, limited time to study, lack of writing practice and poor basic level of English skills at first enrolment. Meanwhile, drop out was associated with lack of basic skills in English, false expectations, an inability to balance work, family and study responsibilities in addition to feeling isolated. To sum up, the literature review indicated that there has been no previous study that investigated student achievement and dropout from an undergraduate distance learning programme in Indonesia where English writing courses were among the basic courses. Furthermore, the current study presents a novel approach to provide genuine insights into the process of distance language learning through a longitudinal design.

The current study showed that students sought help from other people and other learning resources to maximise their learning. This indicates that autonomous distance learning students make use of all available facilities to help them cope with various learning limitations, including interaction with other students, lecturers or online tutors and course materials. These practices accurately reflect the idea of three types of interaction proposed by Moore (1994).

Yet even when the student-interface interaction (Hillman et al., 1994) is added to the three types of interaction (Moore, 1994), something is missing. The current study has proven that to create a better distance learning process, some students utilised other learning resources and built relationship with other people, including employers and other people. Some students identified these practices since the first stage of the study. Thus, to have a better learning experience, a more effective and efficient learning process and to promote independence and improve achievement, two other components of interaction are necessary: learner-other learning resources interaction

and learner-other people interaction as the fifth and sixth components. Thus, the types of interaction become: student-student interaction, student-content interaction, student-lecturer interaction, student-interface interaction, student-other learning resources interaction and student-other people interaction. The following figure illustrates the six types of interaction.



**Figure 8.1** New Types of Interaction

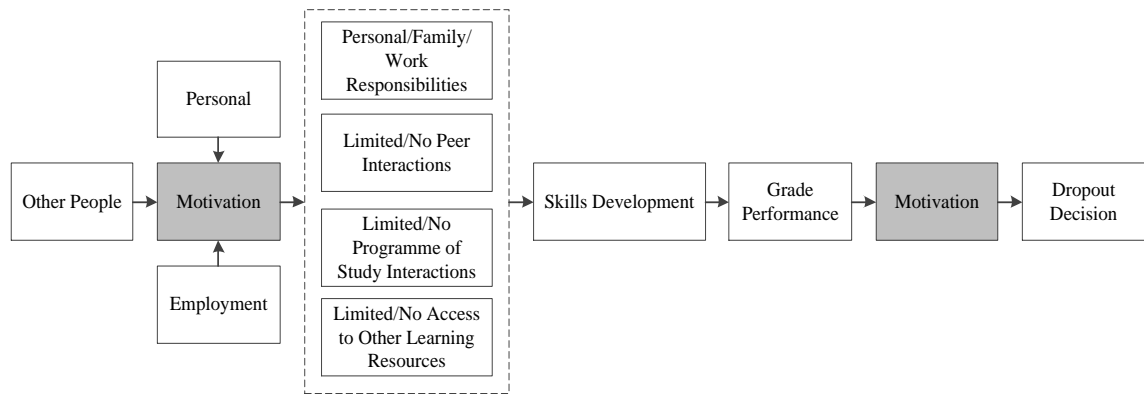
The new types of interaction are in line with the development of Open Educational Resources (OER) and massive open and online courses (MOOCs) that enable distance learning students to access various teaching and learning materials freely. As purchasing course materials is not compulsory, the students where the study took place could use the OER, MOOCs and other free online learning resources to substitute the course materials published by the university. In addition, the students could create more learning experiences. Establishing an interaction with other people could promote help-seeking initiatives, which in turn, could prevent loneliness, anxiety and

isolation. Having interaction with other people may also maintain the student motivation to study.

Students should be aware of the interaction. It is the university's responsibility to introduce the interaction through training or induction and ensure that the students have access to the six elements of interaction. This is important, because the current study has indicated that some of students had difficulties in developing help-seeking initiatives, particularly they were not able to find solutions for the challenges they faced.

In terms of student dropout, the main findings that might illuminate the decision to drop out of the programme of studies were found in the first and second stage of the study. In other words, the trend of student dropout occurred between the first and second semester. It could be argued that the first two semesters of the programme were critical as learning in a distance mode is mostly new for most of the students. The current study showed that some students enrolling in the programme of studies had very limited knowledge and understanding of distance learning, including self-managed learning.

The current study established a theoretical framework for student dropout in distance language learning. Although there are some models of dropout in distance education (Kember, 1989), based on the findings on student achievement and dropout this study proposes a theoretical framework of drop out in distance learning (see Figure 8.2 below).



**Figure 8.2** Theoretical Framework for Drop Out in Distance Language Learning Programme

Making a decision to drop out of the programme was accumulation of various factors. However, motivation is the most dominant. Motivation plays an important role in determining student progress (Galusha, 1997). It is clear that motivation to study varied among students of this study. However, the findings of the current study suggested that motivation relied on both intrinsic (personal) and extrinsic (other people and employer/employment) motivation. Intrinsic motivation might be personal commitment or positive spirit, while extrinsic motivation might be the influence of other people, including family, employer/employment, peers and partners.

As motivation is not static (Wlodkowski, 1999; Hurd, 2006), the current study showed that individual motivation and commitment was often disrupted during the learning process. The disruptions to motivation could be from family and employment responsibilities for those who are married or in employment, and from minimum (or no) interaction with peers, lecturers, and online tutors. Inability to cope with disruptions had an impact on skills development, which eventually affected grade performance.

The current study showed that attaining a low grade in the examination and making little progress in writing skills contributed towards decisions to resign from the Programme of Study. This had an impact on motivation which was a fundamental factor in the organization of responsible and autonomous learning (Spratt et al., 2002). This was found in the first stage of the study where students decided to resign from the programme of study.

Furthermore, motivation and the ability to maintain motivation have been identified as contributing factors to successful distance learning in an English writing course in this study. This is supported by Xiao (2012) who found that motivation influenced success in distance English language learning.

To conclude, motivation plays an important role in determining student's success in a distance language learning. Students should be able to build motivation and find the source of motivation. At the same time, they should be able to identify demotivating factors to cope with. Lecturer and tutor's intervention is needed to help distance language learning students to improve students' skills development through various initiatives, including academic counselling, providing feedback and guidance in order to improve students' grade performance. Thus, introducing the new types of interaction as mentioned in Figure 8.1 above will help distance language learning students to be successful in their studies.

## **8.8 Strengths and Limitations of the Study**

### **8.8.1 Strengths**

The study suggested that the use of a longitudinal research design that employed mixed-methods had some strengths, which were as follows.

- The study followed a cohort of students taking English writing courses for four semesters and profitably explored the students learning experience and writing skills development over this time. Following up the progress of the same students across the four stages of a longitudinal study enabled the researcher to gain clearer insights into the learning process, challenges, opportunities and expectations of the students, lecturers and online tutors.
- The multiple data collection methods included questionnaires, open-ended questions and semi-structured interviews. These generated both quantitative and qualitative data. This mixed and triangulated-methods established more robust findings.
- The involvement of the lecturer and online tutor at each stage provided important insights into the way the distance learning English writing course was delivered.

### **8.8.2 Limitations**

Beside the strengths, the study has a number of limitations.

- Decreasing sample size: the number of participants taking part in this study decreased across the four stages of data collection. Non-progressing participants varied between each level due to various reasons which included

the level of difficulty of each level of writing course. Consecutively, the number of participants in each stage were 164, 52, 25 and 16. The small sample size, particularly in the last two stages, made it difficult for statistical analysis to find significant relationships in the data. The decrease of the sample size was made inevitable by the research design and the elective participation.

- Previous studies on distance learning English writing courses are limited. The literature search and review found that the studies relating to this investigation were limited. Thus, it was difficult to obtain benchmark data on factors that affect student achievement in distance learning English writing courses and dropout.
- Measures used to collect the data: the short time interval between analysing the quantitative data and developing semi-structured interview protocols might have failed to include particular issues.
- Online survey effects: the online survey might have hindered the participants from reading the questionnaire items carefully. The participants had to finish completing the questionnaire at one time. In addition, the functionality of the web survey did not allow the participants to return to the sections completed.
- Longitudinal effects: the participants might have found completing repetitive questionnaires tiresome. The questionnaire was basically the same at each stage to assess the development in some aspects. Thus, the participants might have been less objective as time went on.
- Researcher effects: the participants might have been reluctant, particularly during the interviews, to openly express their views, especially if they were aware that the researcher was a representative of the university.



### 8.9 Suggestions for Future Studies in the Distance Language Learning

The study has highlighted a number of topics for further research. The areas of future study in distance language learning suggested are as follows:

- Whilst a number of major issues highlighted in the literature review have been addressed by this study, some issues remain obscure. For example, the findings suggest that a number of participants found that the examination materials were not appropriate to assess the students' writing skills. In future studies, it would be beneficial to explore the experiences, perspectives and beliefs of the examiners who did the examination marking. Examiners could provide more objective information about the students' writing skills and development. Thus, student achievement could be triangulated against students, lecturers, online tutors and examiners.
- A future study might employ an experimental group and a control group to investigate whether interventions affect student achievement in English writing and students' English writing skills. The interventions might be in the form of blended learning classes. A study with intervention in class sessions in an online learning programme by Hughes (2007) found that blended online and in-class sessions made the students more motivated to be involved in learning and more keen to accomplish assignments. Other studies by López-Pérez et al. (2011) and Lim et al. (2007) identified that blended learning was correlated with student achievement.
- Since the courses offered by the Programme of Study are interrelated and some of them are prerequisites, a study with a longitudinal design can be the most appropriate way to identify more detailed information about student

achievement. The results of the study can be used to review and improve the curriculum, course materials and learning support.

## **8.10 Recommendations for Policy and Language Learning Practice in Distance Learning**

The study also aimed to generate constructive policy recommendations that would be useful for university leaders and policy makers to make some improvements in teaching learning process in a distance learning context. The following recommendations made for university leaders or policy makers are based on the findings of this study. The recommendations involve admissions policies, student progress monitoring and distance teaching practice, including online tutorials, feedback provision and blended-learning programmes.

### **8.10.1 Admission Policy and Student Progress Monitoring**

Bird and Morgan (2003) argued that good information at pre-entry helps distance student candidates avoid abrupt transitions, which in turn improves student satisfaction and retention. One of the procedures to identify distance student candidates is through an entry test. The entry test for admission can be conducted through an online self-test where candidates are able to examine their skills and knowledge of English language and also examine Information and Communication Technology literacy.

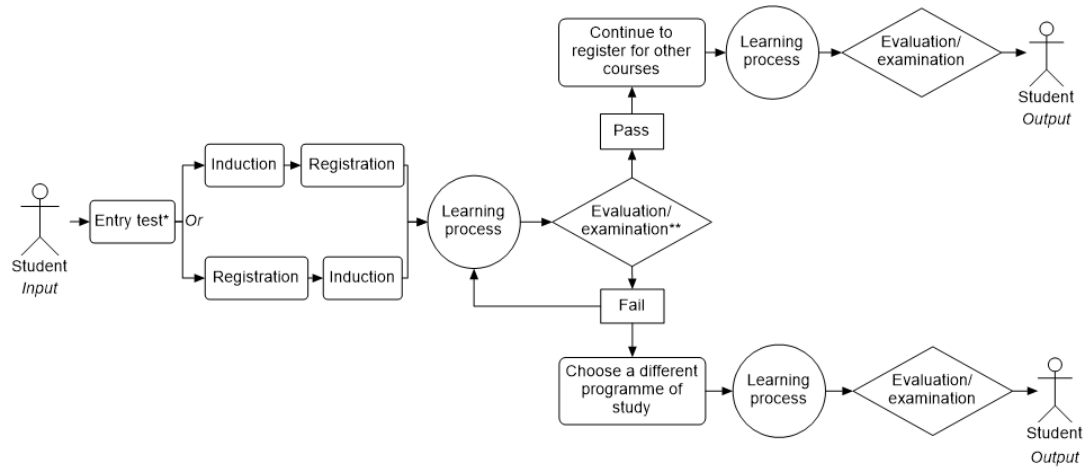
Although the university where the study took place applies minimum requirements at the admission stage, defining requirements other than educational qualifications to enrol in certain programmes of studies could be applied to minimise the rate of dropout. Instead of pass or fail results, the results of the entry test might be in the form of advice and recommendations about whether the candidates have the minimum requirements to join the Programme of Study. Those who do not meet the requirements could be recommended to choose other programmes of studies or to ask lecturers for academic advice. It could be argued that this procedure would facilitate the candidates' awareness of their expectations and the Programme of Study's expectations as well as the development of distance learning responsibilities. Thus, communication could be developed before the students begin their studies. The strength of such approach is that the lecturers might understand the students' needs and capacities (Galusha, 1997). Nichols (2010) concluded that understanding student characteristics and skills helped the Programme of Study to identify the most suitable learning support and monitor the student academic progress. In the researcher's experience of working as a distance learning lecturer, the researcher sometimes meets students who register for a programme of study without examining the Programme of Study or who choose a programme of study simply because of the fact that their friends have previously registered on the Programme of Study.

Another line of thought on improving the language teaching-learning process in distance learning is to have an induction experience. At the induction, candidates could establish firmer expectations about the distance learning system, including how to register for courses, academic counselling, independent learning, online tutorials, examinations, prerequisite skills and technical requirements for the programme

(Motteram & Forrester, 2005). According to Duggleby (2000), students should be aware of these matters before the course is begun. These practices reflect the principle of andragogy (Knowles et al., 2005). A good induction might ensure the students are well prepared and well informed which, in turn, would help them adjust to the new learning arrangements. Induction could be conducted through computer-mediated presentations followed by some multiple-choice questions to ensure that students understand the presentations. Another term used to introduce a distance learning system to students is orientation (Nash, 2005). Universitas Terbuka, for example, conducted a half-day orientation programme by introducing distance learning to new students held in each Regional Office (Universitas Terbuka, 2015). Of course, it is possible that not all new students would be keen to attend the orientation, especially those who have family and employment responsibilities. Nash (2005) found that busy students tended to show no interest in participating in on-site pre-course orientations. Thus, the researcher believes that asynchronous online induction offers greater benefits than on-site orientation. A future study investigating on-site and online induction/orientation would be very interesting.

Once the students are ready, they could register for some basic courses offered in the early semesters. Savard, Mitchell, Abrami and Corso (1995) argued that distance learning students should be equipped with appropriate skills. After one semester, the lecturers identify the students' progress. Students who fail or show little improvement after one semester could be recommended to choose another programme of studies or receive special treatment for improvement. This shows that academic counselling is very important, even in distance learning. Therefore, the researcher would propose a

model of the student recruitment process and procedure in order to improve the learning process and minimise the dropout rate. Figure 8.3 below illustrates the model.



**Figure 8.3** A Model of the Student Recruitment Process and Procedure to Improve Learning Process and Minimise Dropout Rate

The model demonstrates admission and student recruitment processes in distance learning. By applying this model, students who face learning difficulties that might lead them to drop out could be identified at the early stages and they might benefit from having consultation with the lecturers both synchronously and asynchronously.

### 8.10.2 Distance Teaching Practice

Based on the findings of this study, three recommendations about the future development of distance teaching practice with regard to online tutorials, feedback provision and blended learning programmes are formulated as follows.

### **8.10.2.1 Online Tutorials**

The findings showed that online tutorials need improvement to promote students' progress in English writing skills. A key issue to emerge from this study is the problem of managing a large virtual class faced by the online tutors, which, in turn, had effects on the provision of individual formative feedback. The evidence highlights that students did not receive maximal benefit from participating in the online tutorials. Therefore, a recommendation for the university is to make decisions for the improvement of online tutorials, including establishing small virtual classes, developing a training programme for feedback provisions and conducting regular evaluations of the online tutors, the online tutorial materials and the online tutorial processes as part of student support. In the review of literature on distance learning, learning support was identified as an important element of learning in distance learning context (Tait, 2000, 2003).

### **8.10.2.2 Feedback Provision**

The findings of the current study showed that feedback has not been well employed as part of the learning process. Both students, the lecturers and the online tutors need to develop an awareness of the essentials of effective feedback, particularly in English writing courses. Thus, the development of well-trained online tutors and comprehensive guidelines about feedback provision are necessary. Obviously, online tutors play important roles in the foundations of successful online learning (Ibrahim, Rwegasira, & Taher, 2007). Galusha (1997) argued that lack of feedback is a major barrier faced by distance learning students. Galusha further argued that students need

feedback for evaluation. Hence, feedback should be seen as an integral part of learning support. In fact, the findings of the current study indicated that the interviewed students and the online tutors have different interpretations of how they view the feedback. Hyland (2001) advocated that feedback as a means of communication between students and lecturer/tutor which led to the promotion of motivation.

The researcher believes that the feedback that takes the form of a dialogue as suggested by Hurd (2005) will engage students in learning, which eventually could prevent them from dropping out as well as improving achievement. One solution that might help students obtain immediate feedback on the writing assignments is to utilise automated essay scoring to check the grammar, register and style (Dikli, 2006). Although automated essay scoring has many advantages, the researcher believes that distance learning students need human interaction (student-student and student-lecturer/tutor) and human values to foster education.

#### **8.10.2.3 Blended Learning Programme**

Blended learning refers to a combination of on-site teaching learning arrangements and online teaching learning (Moore & Kearsley, 2012). Blended learning here refers to elective, additional on-site face-to-face sessions to enhance students' learning where appointed tutors and students interact physically in groups. From the researcher's point of view, distance language learning students should not be completely separated from lecturers or tutors in order to achieve the best results. In other words, synchronous on-site face-to-face interactions with their lecturers or tutors are required as a supplementary teaching assistance to students who are at the early

stages of learning language through a distance learning mode. In particular, intensive guidance from the tutors on how to write a good English composition conducted in face-to-face sessions could help students improve their writing skills. Tutors would be able to ask for clarification of the structures of sentences, paragraphs or coherence from the students. Conversely, the students could ask for clarifications of the feedback given by the tutors. The researcher could argue that writing a good composition could not be achieved in one session with a tutor. A number of studies have reported that blended learning has a positive impact on promoting student learning (Lim et al., 2007; López-Pérez et al., 2011). In this study, a need to adopt a blended learning programme emerged as a procedure to improve and promote students' progress in English writing. Further investigation and experimentation into blended learning in the distance learning English writing courses is strongly recommended.



## CHAPTER 9: CONCLUSIONS

This study aimed to investigate the factors that affect student achievement in distance learning English writing courses. The study also aimed to identify the reasons for dropping out of such courses. The participants in this study were Indonesian distance learning students who registered for the Writing 1 course offered by an open university in Indonesia. Their progress was monitored through the Writing courses 2 and 3 until they took the Writing 4 course and through a longitudinal study that employed mixed methods. In order to address the research questions, as part of the data gathering process, the researcher employed questionnaires and interviews that focused on the experiences, perspectives, beliefs and expectations of the students who studied the four levels of writing courses, along with the experiences and perspectives of lecturers and online tutors.

Through a systematic and thorough review of literature, this study probed the factors generally associated with achievement and dropout. This laid the foundations for the development of research instruments. In addition, this approach helped to identify the gap and unexplored issues in distance learning studies, particularly in distance language learning. The literature search and review suggest that studies on distance learning English writing courses were still limited. In particular, no previous studies had been found on distance learning English writing courses in Indonesia. Hence, this study filled the gap by employing a four-stage longitudinal study and involving a cohort of students taking four levels of English writing courses in a distance learning context.

Based on the quantitative and qualitative data analyses, student achievement had a relationship with distractions from family and employment responsibilities, absence of feedback from the online tutors, limited time to study, lack of writing practice and a poor basic level of English skills at first enrolment. Statistically, distractions from family and employment responsibilities showed a strong negative correlation with achievement over the last three writing courses. Opportunities to study were often restricted by long working hours. From the qualitative analysis, it was found that the relationships between family and employment responsibilities and efforts to study occurred in two different ways. Firstly, working long hours restricted the time students had to spend on studying. Secondly, working long hours affected the students' physical condition, which in turn prevented them from studying.

The online tutor feedback contributed to the student achievement and the development of their writing skills. The majority of students needed feedback as a benchmark to assess their writing assignments. The findings from this study showed that the students and the online tutors had different views on feedback. On the one hand, students wanted to have individual formative feedback. On the other hand, the online tutors were not able to provide individual formative feedback due to their time constraints. This was due to the large size of the virtual class. The findings on feedback provision reiterated that interaction between the students and lecturers and online tutors was very important. Similarly, interaction with other people in terms of help-seeking and interaction with other learning sources are the other two types of interactions in a distance learning context. Thus, this study proposes a new model of interaction which is built on the types of interaction suggested by Moore (1994).

Limited time to study and lack of writing practice were other issues that were associated with achievement and the development of the students' writing skills. Most of the students had very limited time to study due to their family and employment responsibilities. A closer look into the quantitative results showed that the students were different in terms of their learning strategies. For example, the students who obtained higher grades studied the course material based on its structure. Meanwhile, the students who obtained lower grades tended to focus on the subjects that they thought were to appear in the examination. The other factor that was associated with low achievement and the development of writing skills was the poor basic level of English skills at the first enrolment. Students need to have appropriate English skills on entry to the Programme of Study. The poor basic level of English skills at the first enrolment made it difficult for the students to develop their writing skills in the next levels of writing course which were marked by incremental levels of difficulties.

Two major issues were identified which lead students to drop out. Some students appeared to drop out because of lack of basic skills of English and unmet expectations. These seemed to be a major cause of early resignation. The inability to balance work, family and study responsibilities was the other issue that appeared to lead the students to drop out. This study found that the working students, whose employment was not supportive, were more likely to drop out. Motivation played an important role in preventing dropout. This study offers a conceptual schema for dropout from a distance learning programme of study. An important concept identified was that feeling isolated was a potential factor for students to drop out.

To improve student achievement and to prevent the dropout rate, this study recommends that university leaders and policy makers make some improvements, including applying admission policies and student progress monitoring schemes, improving online tutorials, providing more effective feedback and blended learning programmes. Thus, this study introduces a model of student recruitment process and procedures to improve learning processes and minimise the dropout rate.

This study has its limitations. The decrease in the number of participants across the four stages was inevitable. Consequently, it affected the statistical analysis, which in turn prevented the results from being generalizable. Previous studies on distance learning English writing courses were limited, particularly in Indonesia. Hence, it was difficult to find closely linked references. Multistage data collection, in which the interval between one stage and another was quite short, might fail to include particular issues and the participants might find completing repetitive questionnaires uninteresting. As the participants knew that the researcher was a lecturer in the Programme of Study that they studied, this might have influenced them in terms of providing objective answers, particularly during the interview. In future studies, it would be beneficial to extend the participants of the study and involve a review of examination materials and the examiners or correctors. In addition, a study employing focus groups might be useful. For example, a focus group comparing a group of students who attend a blended learning programme and those who learn writing individually at a distance could generate useful data.

The results of this study have shown that student achievement in distance learning English writing courses was complex. Thus, understanding student achievement

required a holistic approach. The results and recommendations of a study in one particular context might not be applicable in other contexts. To create a better learning process and environment, this study emphasised the importance of the interconnection of various elements in distance teaching and learning. Independent learning is not equivalent to learning alone. Thus, distance language learning students must have the required skills and knowledge to become independent students or they must be trained to develop the skills and acquire the knowledge.

On the whole, this study has expanded the researcher's horizon regarding distance language learning. Distance learning students should be aware of the responsibilities they take when enrolling on distance learning courses and the implications of being part-time distance students. Thus, it is the distance university's role to build their awareness through providing support, including academic counselling. Finally, this study has, hopefully, managed to contribute with new knowledge about distance language learning students and distance language practices.

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**Appendix 2.1** Concept Combinations**Table 2.1** Combinations-Group 1

No.	Concepts		
	Key	Secondary	
1.	Distance Learning (DL)	factors	achievement
		aspects	
		cause	
		affect	
		effect	
		influence	

**Table 2.2** Combinations-Group 2

No.	Concepts			
	Key	Secondary		
2.	Distance Learning (DL)	factors	achievement	grades
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.3** Combinations-Group 3

No.	Concepts			
	Key	Secondary		
3.	Distance Learning (DL)	factors	achievement	marks
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.4** Combinations-Group 4

No.	Concepts			
	Key	Secondary		
4.	Distance Learning (DL)	factors	achievement	language learning (lang. learning)
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.5** Combinations-Group 5

No.	Concepts			
	Key	Secondary		
5.	Distance Learning (DL)	factors	achievement	English writing
		aspects		
		cause		
		affect		
		effect		
		influence		



**Table 2.6** Combinations-Group 6

No.	Concepts			
	Key	Secondary		
6.	Distance Learning (DL)	factors	achievement	English composition (Eng. comp)
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.7** Combinations-Group 7

No.	Concepts			
	Key	Secondary		
7.	Distance Learning (DL)	factors	achievement	essay writing
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.8** Combinations-Group 8

No.	Concepts			
	Key	Secondary		
8.	Distance Learning (DL)	factors	achievement	written English
		aspects		
		cause		
		affect		
		effect		
		influence		

**Table 2.9** Combinations-Group 9

No.	Concepts				
	Key	Secondary			
9.	Distance Learning (DL)	factors	achievement	grades	language learning (lang. learning)
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.10** Combinations-Group 10

No.	Concepts				
	Key	Secondary			
10.	Distance Learning (DL)	factors	achievement	grades	English writing
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.11** Combinations-Group 11

No.	Concepts				
	Key	Secondary			
11.	Distance Learning (DL)	factors	achievement	grades	English composition (Eng. comp)
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.12** Combinations-Group 12

No.	Concepts				
	Key	Secondary			
12.	Distance Learning (DL)	factors	achievement	grades	essay writing
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.13** Combinations-Group 13

No.	Concepts				
	Key	Secondary			
13.	Distance Learning (DL)	factors	achievement	marks	language learning (lang. learning)
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.14** Combinations-Group 14

No.	Concepts				
	Key	Secondary			
14.	Distance Learning (DL)	factors	achievement	marks	English writing
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.15** Combinations-Group 15

No.	Concepts				
	Key	Secondary			
15.	Distance Learning (DL)	factors	achievement	marks	English composition (Eng. comp)
		aspects			
		cause			
		affect			
		effect			
		influence			

**Table 2.16** Combinations-Group 16

No.	Concepts				
	Key	Secondary			
16.	Distance Learning (DL)	factors	achievement	marks	essay writing
		aspects			
		cause			
		affect			
		effect			
		influence			

**Appendix 2.2 Search Results****Table 2.17** Results-Group 1

No.	Concepts			SCO	AS	BEI	AEI	ER	Σ	GS	
	Key	Secondary									
1.	DL	factors	achievement	30/0	3/0	5/1	26/4	30/7	12	100/10	
		aspects		30/0	1/0	1/0	8/2	30/3	5	100/2	
		cause		30/2	0/0	0/0	2/0	9/2	4	100/12	
		affect		30/1	0/1	0/0	6/2	25/6	9	100/1	
		effect		30/0	3/0	2/1	18/3	30/6	10	100/1	
		influence		30/0	1/0	2/0	0/0	30/2	2	100/1	
		Sub-total								42	27
		Total								69	
		After rationalization of duplicates								55	

Notes: the number/s on the left side of slash (/) refers to the results and number/s on the right side refers to the results that are relevant to the study.

**Table 2.18** Results-Group 2

No.	Concepts				SCO	AS	BEI	AEI	ER	Σ	GS
	Key	Secondary									
2.	DL	factors	achievement	grades	30/0	0/0	0/0	2/1	30/8	9	100/24
		aspects			30/1	0/0	1/0	9/0	30/0	1	100/12
		cause			30/0	0/0	0/0	0/0	0/0	0	100/12
		affect			30/1	0/0	0/0	0/0	7/1	2	100/6
		effect			30/1	0/0	0/0	3/0	0/0	1	100/9
		influence			30/0	0/0	1/0	1/0	10/0	0	100/6
		Sub-total								13	69
		Total								82	
		After rationalization of duplicates								77	

**Table 2.19** Results-Group 3

No.	Concepts				SCO	AS	BEI	AEI	ER	Σ	GS
	Key	Secondary									
3.	DL	factors	achievement	models	30/6	1/0	0/0	1/0	3/0	7	100/10
		aspects			30/0	0/0	0/0	0/0	2/0	0	100/7
		cause			30/0	0/0	0/0	0/0	0/0	0	100/6
		affect			30/0	0/0	0/0	0/0	0/0	0	100/5
		effect			30/2	1/0	0/0	3/0	4/0	2	100/4
		influence			30/0	1/0	0/0	1/0	2/0	0	100/3
		Sub-total									9
	Total									44	
	After rationalization of duplicates									41	



**Table 2.24** Results-Group 8

No.	Concepts				SCO	AS	BEI	AEI	ER	Σ	GS
	Key	Secondary									
8.	DL	factors	achievement	written English	30/2	0/0	0/0	0/0	6/1	3	100/13
		aspects			30/3	0/0	0/0	0/0	3	100/7	
		cause			28/4	0/0	0/0	0/0	4	100/4	
		affect			30/2	0/0	0/0	0/0	1/0	2	100/4
		effect			30/1	0/0	0/0	0/0	7/0	1	100/7
		influence			30/2	0/0	0/0	1/0	3/0	2	100/1
		Sub-total									15
	Total									51	
	After rationalization of duplicates									49	

**Table 2.25** Results-Group 9

No.	Concepts					SCO	AS	BEI	AEI	ER	Σ	GS	
	Key	Secondary											
9.	DL	factors	achievement	grades	lang. learning	30/4	0/0	0/0	0/0	9/2	6	100/16	
		aspects				30/2	0/0	0/0	0/0	3/0	2	100/1	
		cause				30/2	0/0	0/0	0/0	0/0	2	100/3	
		affect				30/0	0/0	0/0	0/0	0/0	0	100/3	
		effect				30/1	0/0	0/0	1/0	3/0	1	100/4	
		influence				30/0	0/0	0/0	0/0	2/0	0	100/1	
		Sub-total										11	28
		Total										39	
		After rationalization of duplicates										39	

**Table 2.26** Results-Group 10

No.	Concepts					SCO	AS	BEI	AEI	ER	Σ	GS	
	Key	Secondary											
10.	DL	factors	achievement	grades	English writing	30/0	0/0	0/0	0/0	0/0	0	100/14	
		aspects				30/0	0/0	0/0	0/0	0/0	0	100/5	
		cause				24/0	0/0	0/0	0/0	0/0	0	100/4	
		affect				30/1	0/0	0/0	0/0	0/0	1	100/6	
		effect				30/0	0/0	0/0	2/0	2/0	0	100/0	
		influence				30/0	0/0	0/0	0/0	1/0	0	100/3	
		Sub-total										1	3
		Total										33	
		After rationalization of duplicates										31	

**Table 2.27** Results-Group 11

No.	Concepts					SCO	AS	BEI	AEI	ER	Σ	GS	
	Key	Secondary											
11.	DL	factors	achievement	grades	English comp.	30/0	0/0	0/0	0/0	0/0	0	100/3	
		aspects				19/1	0/0	0/0	0/0	0/0	1	100/1	
		cause				12/0	0/0	0/0	0/0	0/0	0	100/0	
		affect				30/0	0/0	0/0	0/0	0/0	0	100/0	
		effect				30/0	0/0	0/0	0/0	0/0	0	100/0	
		influence				30/0	0/0	0/0	0/0	0/0	0	100/0	
		Sub-total										1	4
		Total										5	
		After rationalization of duplicates										5	

**Table 2.28** Results-Group 12

No.	Concepts					SCO	AS	BEI	AEI	ER	Σ	GS	
	Key	Secondary											
12.	DL	factors	achievement	grades	essay writing.	20/0	0/0	0/0	0/0	0/0	0	100/14	
		aspects				10/0	0/0	0/0	0/0	0/0	0	100/11	
		cause				3/0	0/0	0/0	0/0	0/0	0	100/4	
		affect				11/0	0/0	0/0	0/0	0/0	0	100/6	
		effect				30/6	0/0	0/0	0/0	7/2	8	100/6	
		influence				16/0	0/0	0/0	0/0	7/0	0	100/0	
		Sub-total										8	41
		Total										49	
		After rationalization of duplicates										43	

**Table 2.29** Results-Group 13

No.	Concepts					SCO	AS	BE I	AE I	ER	Σ	GS	
	Key	Secondary											
13.	DL	factors	achievement	marks	lang. learning	30/1	0/0	0/0	0/0	0/0	1	100/14	
		aspects				29/2	0/0	0/0	0/0	0/0	1	100/7	
		cause				25/2	0/0	0/0	0/0	0/0	1	100/4	
		affect				22/1	0/0	0/0	0/0	0/0	1	100/7	
		effect				30/0	0/0	0/0	0/0	1/0	0	100/2	
		influence				30/0	0/0	0/0	0/0	0/0	0	100/3	
		Sub-total										4	37
		Total										41	
		After rationalization of duplicates										33	

**Table 2.30** Results-Group 14

No.	Concepts					SCO	AS	BE I	AE I	ER	Σ	GS	
	Key	Secondary											
14.	DL	factors	achievement	marks	lang. learning	13/0	0/0	0/0	0/0	1/0	0	100/10	
		aspects				12/0	0/0	0/0	0/0	1/0	0	100/5	
		cause				13/0	0/0	0/0	0/0	0/0	0	100/2	
		affect				7/0	0/0	0/0	0/0	0/0	0	100/7	
		effect				30/0	0/0	0/0	0/0	1/0	0	100/2	
		influence				24/0	0/0	0/0	0/0	1/0	0	100/0	
		Sub-total										0	26
		Total										26	
		After rationalization of duplicates										26	

**Table 2.31** Results-Group 15

No.	Concepts					SCO	AS	BE I	AE I	ER	Σ	GS	
	Key	Secondary											
14.	DL	factors	achievement	marks	English comp.	24/0	0/0	0/0	0/0	0/0	0	100/2	
		aspects				14/0	0/0	0/0	0/0	0/0	0	100/5	
		cause				13/0	0/0	0/0	0/0	0/0	0	100/0	
		affect				13/0	0/0	0/0	0/0	0/0	0	100/0	
		effect				29/0	0/0	0/0	0/0	1/0	0	100/0	
		influence				24/0	0/0	0/0	0/0	0/0	0	100/0	
		Sub-total										0	7
		Total										7	
		After rationalization of duplicates										7	

**Table 2.32 Results-Group 16**

No.	Concepts					SCO	AS	BE I	AE I	ER	Σ	GS	
	Key	Secondary											
14.	DL	factors	achievement	marks	English comp.	7/0	0/0	0/0	0/0	0/0	0	100/7	
		aspects				7/0	0/0	0/0	0/0	0/0	0	100/3	
		cause				4/0	0/0	0/0	0/0	0/0	0	100/0	
		affect				2/0	0/0	0/0	0/0	0/0	0	100/0	
		effect				13/0	0/0	0/0	0/0	0/0	0	100/0	
		influence				8/0	0/0	0/0	0/0	0/0	0	100/0	
		Sub-total										0	10
		Total										10	
		After rationalization of duplicates										10	



### Appendix 3.1 Pilot Study Questionnaire-Translated

#### Welcome

Welcome to Writing 1 Survey. This survey aims to investigate factors that affect student achievement in Writing courses in the context of distance learning.

#### Data protection

Although you are requested to write your student number, all personal information about you will be written anonymously in the report.

#### Personal Information

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

**1. What is your student number?**

.....

**2. Gender:**

- ☐ Male  
☐ Female

**3. Age group:**

- ☐ ≤23 years  
☐ 24-29 years  
☐ 30-35 years  
☐ 36-41 years  
☐ >41 years

**4. Marital status:**

- ☐ Married  
☐ Not Married

**5. Do you have children?**

- ☐ Yes  
☐ No  
i. If **Yes**, numbers of children:  
☐ 1  
☐ 2  
☐ ≥3  
ii. **How old is the youngest child:**  
☐ ≤4 years  
☐ 5-10 years  
☐ 11-15 years  
☐ >16 years

**6. Latest education:**

- ☐ High school/Equivalence  
☐ Diploma three  
☐ Undergraduate/S1  
☐ Master/S2

**7. Employment status:**

- ☐ Employed  
☐ Not employed  
a. **Type of employment:**  
☐ Full time  
☐ Part time  
b. **Numbers of working hours per week:**  
☐ ≤39 hours  
☐ 40 hours  
☐ >40 hours  
i. If **more than 40 hours**, the average number is ..... **(write here)**  
c. **The percentage of your job relevant to the study programme you take is:**  
☐ ≤25%  
☐ 25%-75%  
☐ >75%

**Background**

Answer these questions by crossing (x) the box that you choose or give a short answer on the space provided.

**8. Why do you choose to study at**

.....? (Select all that apply)

- ☐ The school fees are affordable
- ☐ Flexible learning structure
- ☐ The qualification is the same as a traditional university
- ☐ No need to leave your work
- ☐ Other: .....

**9. Why do you choose S1**

..... study programme? (Select all that apply)

- ☐ I want to master the English language
- ☐ I want to become a translator
- ☐ It suits my job
- ☐ It will help me find a job
- ☐ Other: .....

**10. Does the programme of study meet your expectation?**

- ☐ Yes
- ☐ No

**11. Do you have access to the Internet?**

- ☐ Yes
- ☐ No

a. If **Yes**, how do you access the internet?

- ☐ From my personal PC/laptop
- ☐ From internet kiosks
- ☐ From my work place

b. How many hours do you access the Internet per week?

- ☐ ≤5 hours
- ☐ 5-10 hours
- ☐ 11-15 hours
- ☐ >16 hours

**12. Have you ever taken an English course before enrolling on this programme?**

- ☐ Yes
- ☐ Never

If **Yes**, the highest level you took is:

- ☐ Basic
- ☐ Intermediate
- ☐ Advanced

**13. Have you ever studied in a distance higher education system institution?**

- ☐ Yes
- ☐ Never

If **Yes**, what subject did you take? .....

**14. Do you have the Writing 1 course material?**

- ☐ Yes
- ☐ No

If **No**, what do you do to study?

- ☐ Contact friend(s) who has the course materials
- ☐ Ask someone to study together
- ☐ Find other resources
- ☐ Give up

**15. How many hours do you study Writing 1 per week?**

- ☐ ≤4 hours
- ☐ 4-6 hours
- ☐ 7- 9 hours
- ☐ >9 hours

**16. Have you ever failed in Writing 1 final examination?**

- ☐ Yes
- ☐ Never

If **Yes**, how many times did you fail?

- ☐ 1 time
- ☐ 2 times
- ☐ >2 times

**Pre Learning A1**

**17. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>a.</b> I enjoy learning the Writing 1 course independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I usually write in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I usually read English books, magazines, newspaper etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I am sure that I can pass the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Pre Learning A2**

**18. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
<b>a.</b> I draw up my own learning timetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I arrange my own learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I review my learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I set a target for attaining the highest score in Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Process**

**19. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
<b>a.</b> I follow the learning schedule that I make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I create a learning atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I study voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I encourage myself to study the Writing 1 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> I read the Introduction page of each module before I begin my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f.</b> I study Writing 1 based on the module arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g.</b> I make notes when studying the Writing 1 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h.</b> If the subject is hard, I keep trying to understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>i.</b> I record the subject(s) I do not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>j.</b> I do the exercises/formative tests after I completely understand the subject(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>k.</b> I do the exercises/formative tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Never	Rarely	Sometimes	Often	Always
<b>l.</b>	I skip the exercises/formative tests that I think difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>m.</b>	Before comparing with the answer keys, I recheck the answers of the exercises/formative test I have completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>n.</b>	I measure my achievement with the formula provided in the modules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>o.</b>	If my achievement is still low, I restudy the subject(s) in the modules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>p.</b>	I record my achievement of formative test in each learning activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>q.</b>	I try to get better achievement in the following formative tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>r.</b>	I make draft in English before writing a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>s.</b>	I make a composition in Indonesian language and then translated it into English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>t.</b>	I use a dictionary when making compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>u.</b>	I look up in the dictionary if I am not certain of the meaning of a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b>	I use other expressions/phrases with similar meaning if I do not know any words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>w.</b>	I use a grammar book to check grammar mistakes in my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b>	I use <i>Google Translate</i> to make compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>y.</b>	I check the spelling using a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>z.</b>	I use software (such as the spelling checker and Grammar in MS Word) to check spelling and grammar of my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>aa.</b>	I am confident that the composition I write is correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ab.</b>	I am happy if someone gives a rating on my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ac.</b>	I list new vocabulary regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ad.</b>	To remember new words, I formulate them in different sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ae.</b>	To remember new words, I visualize the forms/functions of the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Rarely	Sometimes	Often	Always
<b>af.</b> I contact lecturer/peers to enrich my understanding on the subject I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ag.</b> I utilize other printed materials (such as books/magazines/newspapers) to enrich my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ah.</b> I access the Internet to enrich my understanding on the subject I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ai.</b> Generally, I can find solution every time I face problems when studying the Writing 1 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Post-Learning 1

**20. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
<b>a.</b> I evaluate my success/failure in the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> After obtaining the Writing 1 examination result, I evaluate my learning schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> After obtaining the Writing 1 examination result, I evaluate my learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> After obtaining the Writing 1 examination result, I set a new goal to achieve in the following examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Post-Learning 2

**21. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>a.</b> The grade that I achieved in the Writing 1 examination reflects my skills and knowledge in English writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I believe that luck has something to do with my success/failure in the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> If I study hard, I will definitely attain a good grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I need feedback for the composition I write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
e. Feedback provided at the end on learning activities is easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Feedback provided at the end on learning activities is easy to understand is useful for the composition I make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Feedback provided at the end on learning activities meets my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Feedback provided at the end on learning activities motivates me to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Feedback should be given individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Feedback should be in the forms of grades (A, B, C or D) or scores (100, 90 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Feedback should show the weak points of the compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Feedback should show the strength points of the compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Feedback on compositions should be given by a lecturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Feedback on compositions should be given by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment for future improvement**

**22. Give a brief comment on the following question. "What is the most difficult or challenging experience you have as a distance language student, especially when learning English writing?"**

**Future involvement**

**23. Do you want to participate in the same survey next semester?**

- ☐ Yes  
☐ No

**Feedback****24. How long did you fill out the questionnaire?**

- ☐ Less than 15 minutes  
☐ 15-20 minutes  
☐ More than 20 minutes

**25. Are the instructions in this survey easy to understand?**

- ☐ Yes  
☐ No

**26. Are the questions/statements easy to understand?**

- ☐ Yes  
☐ No

**27. Is filling out the online questionnaire easy?**

- ☐ Yes  
☐ No

**28. Do you think there is some information that needs to add to the survey?**

- ☐ Yes  
☐ No

**If Yes, please mention it.**

.....

.....

**29. Please give a brief comment or feedback for the improvement of this survey.**

.....

.....

.....

.....

.....

**Appendix 3.2** Consent Letter from the Open University in Indonesia-Translated

Number : 19383/UN31.2/PG/2012  
Attachment : One (1) page  
RE : **Research Permit**

Dear,

1. 
2. 

To follow up a proposal to have access to the data from Rahmat Budiman, an academic staff of Faculty of Social and Political Sciences, who is planning to carry out a research on investigating **"Factors that affect student achievement in Writing courses in the context of distance learning"**, we are expecting your assistance to provide the data as requested for the research.

We thank you for your attention and assistance.



Cc:

1. Vice Rector for Academic Affairs
2. The applicant



**Appendix 3.3 Pilot Questionnaire Cover Letter-Translated**

20 December 2012

Dear Participant.

My name is Rahmat Budiman, a lecturer [REDACTED] and I am a Ph.D student at the University of Dundee. For my final project, I am investigating factors that affect student achievement in English writing courses in the distance learning context. Because you are a student of a distance learning university in Indonesia and have finished taking Writing 1 final examination, I would like to invite you to participate in the pilot study of my research by completing the questionnaire attached.

The attached questionnaire will require approximately 15 minutes to complete. Your participation is voluntary. You may withdraw from the research study at any time without explanation and there will be no penalty. There are no known risks for you in this pilot study. If you choose to participate in this project, please answer all questions and return the completed questionnaire as soon as possible. Your name and all information about you as well as your answers will remain confidential and will not be used neither by other people, parties nor the institution where you study. In the pilot study report, your name will not appear and all information referring to names, places or institutions will be written anonymously.

Thank you very much for taking time to help me. Completion and return of the questionnaire will indicate your willingness to participate in this pilot study. If you need further information or have questions, please contact me at [budiman@ut.ac.id](mailto:budiman@ut.ac.id).

Best wishes,



Rahmat Budiman

Ph.D Student

School of Education – The University of Dundee

### Appendix 3.4 Copy of Research Approval from UREC



School of Psychology

#### University of Dundee Research Ethics Committee

Rahmat Budiman,  
School of Education, Social Work and Community Education,  
University of Dundee,  
Nethergate,  
Dundee,  
DD1 4HN.

12 February 2013

Dear Mr Budiman,

**Application Number: UREC 12174**

**Title: Factors that affect student achievement in English Writing courses in the context of distance learning.**

Your application has been reviewed by the University Research Ethics Committee, and there are no ethical concerns with the proposed research. I am pleased to confirm that the above application has now been approved.

The documents you submitted are listed on the next page.

Yours sincerely,

Dr Peter Willatts  
Vice-Chair, University of Dundee Research Ethics Committee

Peter  
Willatts

Digitally signed by Peter Willatts  
DN: cn=Peter Willatts, o=University of Dundee, ou=School of Psychology, email=p.willatts@dundee.ac.uk, c=GB  
Reason: I am the author of this document  
Date: 2013.02.12 09:11:14 Z

### Appendix 3.5 First Stage Questionnaire-Translated

#### Welcome

Welcome to the Writing 1 Survey. This survey aims to investigate factors that affect student achievement in Writing courses in the context of distance learning.

#### Data protection

Although you are requested to write your student number, all personal information about you will be written anonymously in the report.

#### Personal Information

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

**1. What is your student number?**

... ..

**2. Gender:**

- ☐ Male  
☐ Female

**3. Age group:**

- ☐ Less than 23 years  
☐ 23-30 years  
☐ 31-38 years  
☐ More than 38 years

**4. Marital status:**

- ☐ Married  
☐ Not Married

**5. Do you have children?**

- ☐ Yes  
☐ No

If **Yes**, numbers of children:

- ☐ 1  
☐ 2  
☐ More than 2

**6. Latest education:**

- ☐ High school/Equivalence  
☐ Diploma three  
☐ Undergraduate/S1  
☐ Master/S2

**7. Employment status:**

- ☐ Employed  
☐ Not employed

**Type of employment:**

- ☐ Full time  
☐ Part time

**The percentage of your job relevant to the programme of study you take is:**

- ☐ Less than 50%  
☐ More than 50%

**Numbers of working hours per week:**

- ☐ Less than 40 hours  
☐ 40 hours  
☐ More than 40 hours

If **more than 40 hours**, the average number is ..... (write here)

### Background

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

17. Why do you choose to study at [redacted]? (Select all that apply)
- ☐ The school fees are affordable
  - ☐ Flexible learning structure
  - ☐ The qualification is the same as a traditional university
  - ☐ No need to leave your work
  - ☐ Other: .....
18. Why do you choose S1 [redacted] programme of study? (Select all that apply)
- ☐ I want to master the English language
  - ☐ I want to become a translator
  - ☐ My job demands me to master English
  - ☐ Mastering English will help me find a better job
  - ☐ Other: .....
19. Does the programme of study meet your expectation?
- ☐ Yes
  - ☐ No
- Give a short reason: .....
20. Do you have access to the Internet?
- ☐ Yes
  - ☐ No
    - a. If Yes, how do you access the internet?
      - ☐ From my personal PC/laptop
      - ☐ From internet kiosks
      - ☐ From my work place
    - b. How many hours do you access the Internet per week?
      - ☐ Less than 10 hours
      - ☐ 10-20 hours
      - ☐ More than 20 hours
21. Have you ever taken an English course before enrolling on this programme?
- ☐ Yes
  - ☐ Never
- If Yes, the highest level you took is:
- ☐ Basic
  - ☐ Intermediate
  - ☐ Advanced
22. Have you ever studied in a distance higher education system institution?
- ☐ Yes
  - ☐ Never
- If Yes, what subject did you take? .....
23. Did you purchase the Writing 1 course material?
- ☐ Yes
  - ☐ No
- If No, what do you do to study?
- ☐ Contact friend(s) who has the course materials
  - ☐ Ask someone to study together
  - ☐ Find other resources
  - ☐ Give up
24. How many hours do you study the Writing 1 course per week?
- ☐ Less than 5 hours
  - ☐ 5-10 hours
  - ☐ More than 10 hours
25. Have you ever failed in the Writing 1 examination?
- ☐ Yes
  - ☐ Never
- If Yes, how many times did you fail?
- ☐ 1 time
  - ☐ 2 times
  - ☐ More than 2 times

**Pre-Learning**

**20. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
a. I enjoy learning the Writing 1 course independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am accustomed to making writing in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am accustomed to reading English books, magazines, newspaper etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I draw up my own learning timetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I arrange my own learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I review my learning time tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I set a target for attaining the highest score in the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am sure that I can pass the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Process**

**21. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
a. I follow the learning schedule that I make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I create a conducive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I study voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I encourage myself to study the Writing 1 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I read the Introduction page of each module before I begin my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I study Writing 1 based on the module arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I make notes when studying the Writing 1 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. If the subject is hard, I keep trying to understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I list the subject(s) I do not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I do the exercises/formative tests after I completely understand the subject(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I skip the exercises/formative tests that I think difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Rarely	Sometimes	Often	Always
<b>l.</b> Before comparing with the answer keys, I recheck the answers of the exercises/formative test I have completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>m.</b> I measure my achievement with the formula provided in the modules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>n.</b> If my achievement is still low, I restudy the subject(s) in the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>o.</b> I record my achievement of formative test in each learning activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>p.</b> I try to get better a achievement in the following formative tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>q.</b> I make draft in English before writing a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>r.</b> I make a composition in Indonesian language and then translated it into English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>s.</b> I use a dictionary when making compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>t.</b> I use <i>Google Translate</i> to make compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>u.</b> I use other expressions/phrases with similar meaning if I do not know any words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b> I check the spelling using a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>w.</b> I use a grammar book to check grammar mistakes in my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b> I use software (such as the spelling checker and Grammar in MS Word) to check spelling and grammar of my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>y.</b> I am confident that the composition I write is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>z.</b> I am happy if someone gives a rating on my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>aa.</b> I list new vocabulary regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ab.</b> To remember new words, I formulate them in different sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ac.</b> To remember new words, I visualize the forms/functions of the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ad.</b> I contact lecturer to enrich my understanding on the subject I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Rarely	Sometimes	Often	Always
<b>ae.</b> I contact peers to enrich my understanding on the subject I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>af.</b> I utilize other printed materials (e.g. books/magazines/newspapers) to enrich my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ag.</b> I access the Internet to enrich my understanding on the subject I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ah.</b> Generally, I can find solutions to every problem I face when studying the Writing 1 course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Post-Learning 1**

**22. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Never	Rarely	Sometimes	Often	Always
<b>a.</b> I evaluate my success/failure in the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> After obtaining the Writing 1 examination result, I rethink of my learning schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> After obtaining the Writing 1 examination result, I rethink of my learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> After obtaining the Writing 1 examination result, I set a new goal to achieve in the following examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Post-Learning 2**

**23. You will be asked to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<b>a.</b> The grade that I achieved in the Writing 1 examination reflects my skills and knowledge in English writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I believe that other factors such as corrector's mood influenced the grade I obtained in the Writing 1 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> If I study hard, I will definitely attain a good grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I need feedback for the compositions I write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
e. Feedback on compositions should be given by a lecturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Feedback on compositions should be given by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Feedback should be given individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I prefer feedback in the forms of grades (A, B, C or D) or marks (100, 90 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I prefer feedback in the forms of comments on the weak/strength points of the compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. 'The Feedback & Follow-up' information provided at the end on learning activities is easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. 'The Feedback & Follow up' information provided at the end on learning activities is useful for the composition I make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. 'The Feedback & Follow-up' information provided at the end on learning activities meets my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. 'The Feedback & Follow-up' information provided at the end on learning activities motivates me to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Self-Report

**21. Give a brief comment on the following question. "What are the most difficult or challenging experiences you have encountered as a distance language student, especially when learning English writing and do you have any suggestions for how to overcome the?"**

### Future involvement

**22. Do you want to participate in the same survey next semester?**

- ☐ Yes  
☐ No



**Congratulations! You have come to the end of the questionnaire. Thank you. Ten imported classic novels/books will be drawn to those who return the questionnaire. If you want to participate in the lucky draw, fill in the following form. Names and addresses will only be used for prize delivery purpose only and will not be mentioned in the report of the research.**

**Name: .....**

**Complete address in Indonesia (for prize delivery purpose):.....**  
.....

**Or, join me on Facebook: Budman Dundee to find out who won the prize.**

**I thank you very much for your participation in my survey.**

### Appendix 3.6 First Stage Cover Letter-Translated

18 February 2013

Dear Participant,

My name is Rahmat Budiman, a lecturer [redacted] and I am a Ph.D student at the University of Dundee, Scotland. For my final project, I am investigating factors that affect student achievement in English writing courses in a distance learning context. Because you are a student of a distance learning university in Indonesia and have just finished taking Writing 1 final examination, I would like to invite you to participate in this research by completing the following questionnaire.

The following questionnaire will require approximately 15 to 20 minutes to complete. Your participation is voluntary. You may withdraw from the research at any time without explanation and there will be no penalty. There are no known risks for you in this research. If you choose to participate in this project, please answer all questions and return the completed questionnaire as soon as possible. You may write down your name on the questionnaire (space provided) if you would like to participate in a lucky draw to win some imported novels/books as an incentive for your participation. Your name and all information about you as well as your answers will remain confidential and will not be used neither by other people, parties nor the institution where you study. In the research report, your name will not appear and all information referring to names, places or institutions will be written anonymously.

Please fill out the questionnaire and return it before 17 March 2013 (post-stamped). If you want to fill out the online version, open this website [www.survey.bri.ac.uk/bing4103](http://www.survey.bri.ac.uk/bing4103) so that you do not need to return the printed one. If you want to find out the final results of this research, you should contact me at [budiman@ut.ac.id](mailto:budiman@ut.ac.id). Completion and return of the questionnaire will indicate your willingness to participate in this research. If you need further information or have questions, please contact me at [budiman@ut.ac.id](mailto:budiman@ut.ac.id). Thank you very much for taking time to help me.

Best wishes,



Rahmat Budiman

Ph.D Student

School of Education – The University of Dundee

**Appendix 3.7 Interview Invitation Letter-Translated**

18 February 2013

Dear Participant,

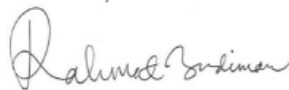
If you have filled out the questionnaire, I would like to invite you to participate in an interview to gather more information about factors that affect student achievement in English writing courses in a distance learning context. The interview will focus on your learning experience. The interview will be carried out by Skype, Adobe Connect or landline telephone. The interview will require approximately 25 to 30 minutes. Your participation is voluntary. You may withdraw from the research study at any time without explanation and there will be no penalty. There are no known risks for you in this research. You may refuse to answer one or more of the questions without penalty.

The interview will be recorded (audio-video or audio only). Your name and all information about you as well as your answers will remain confidential and will not be used neither by other people, parties nor the institution where you study. The interview will be transcribed and if you are willing to have the transcript, you may contact me.

In the research report, your name will not appear and all information referring to names, places or institutions will be written anonymously. The transcript and the recording will be destroyed within two years after the project ends.

If you are willing to participate in the interview, please fill out the attached form and return it together with the questionnaire with the envelope provided. If you have chosen to fill out the online questionnaire and you are willing to participate in the interview, please send me an email so that I can send you the electronic file of this consent letter. If you need further information or have questions, please do not hesitate to contact me: Rahmat Budiman, School of Education, Social Work and Community Education, the University of Dundee, Nethergate, Dundee, DD1 4HN, Scotland, UK. Telephone (+44) 1382 381548, email: r.budiman@dundee.ac.uk or budiman@ut.ac.id. I thank you very much for taking time to help me.

Best wishes,



Rahmat Budiman

Ph.D Student

School of Education – The University of Dundee

### Appendix 3.8 Interview Consent Letter-Translated



#### Interview Consent Letter

I have read and understood the invitation letter to take part in the interview and have read and understood the information regarding my rights stated in the invitation letter. Therefore, I declare that:

- ☐ I agree to participate in the interview. (Please cross)  
☐ I decline to participate in the interview. (Please cross)

I would like to have the interview by: (Cross the most suitable media for you)

- ☐ Skype. Please write your Skype account here:.....  
☐ Adobe Connect. You only need email address. Your email address:.....  
☐ Landline telephone. Please write your telephone number here including the area code:  
 .....

I consent being recorded during the interview: (Please cross)

- ☐ Yes ☐ No

In addition,

- ☐ I want to have the transcript of the interview. (Please cross)  
 Please write your email address here: .....  
☐ I do not need the transcript of the interview. (Please cross)

.....  
 Participant's signature and name

.....  
 Date

Notes:

Please return this form together with the questionnaire that you have filled out. If you have chosen to fill out the online questionnaire, please send an email to [budiman@ut.ac.id](mailto:budiman@ut.ac.id) so that I can send you the electronic version of this form. Therefore, you do not need to return this form and the questionnaire to my address. If you need further information or have questions, please do not hesitate to contact me: Rahmat Budiman, School of Education, Social Work and Community Education, the University of Dundee, Nethergate, Dundee, DD1 4HN, Scotland, UK. Telephone (+44) 1382 381548, email: [r.budiman@dundee.ac.uk](mailto:r.budiman@dundee.ac.uk) or [budiman@ut.ac.id](mailto:budiman@ut.ac.id).



**Appendix 3.9** Additional Letter for Students Living Overseas-Translated

18 February 2013

Dear participant,

I would like to inform you that since Indonesian and [redacted] postal service is different, I could not attach a return stamp on the return envelope. Could you please kindly purchase the stamp by yourself? I am very sorry for this inconvenience.

If you need further information or have questions, please do not hesitate to contact me: Rahmat Budiman, School of Education, Social Work and Community Education, the University of Dundee, Nethergate, Dundee, DD1 4HN, Scotland, UK. Telephone (+44) 1382 381548, email: r.budiman@dundee.ac.uk or budiman@ut.ac.id. I thank you very much for your participation.

Regards,

Rahmat Budiman

PhD Student

School of Education – The University of Dundee



**Appendix 3.10** Survey Information Letter-Translated

18 February 2013

Dear participants,

My name is Rahmat Budiman, a lecturer

[redacted]. At the moment, am continuing my studies at Doctoral Programme, School of Education, the University of Dundee, UK. For my research, I investigate factors that affect student achievement in English Writing courses in the context of distance learning. Since you are registered as a student [redacted], I invite you to participate in my research by filling out a questionnaire.

A cover letter and the questionnaire have been sent to your email address. If you have not received them or if you changed your email address, please send an email to [budiman@ut.ac.id](mailto:budiman@ut.ac.id). If you have received them, please ignore this letter.

If you need further information or have questions, please do not hesitate to contact me: Rahmat Budiman, School of Education, Social Work and Community Education, the University of Dundee, Nethergate, Dundee, DD1 4HN, Scotland, UK. Telephone (+44) 1382 381548, email: [r.budiman@dundee.ac.uk](mailto:r.budiman@dundee.ac.uk) or [budiman@ut.ac.id](mailto:budiman@ut.ac.id).

I thank you very much for your attention.

Regards,

Rahmat Budiman

PhD Student

School of Education – The University of Dundee




### Appendix 3.11 Approval from the Chair of University of Dundee Research Ethics Committee

Outlook Calendar People Tasks Newsfeed OneDrive Sites

Second data collection questionnaire

REPLY REPLY ALL FORWARD

 **Astrid Schloerscheidt**  
Thu 20/06/2013 17:27  
Inbox

Mark as unread

To: ☐ Rahmat Budiman;  
Cc: ☐ Astrid Schloerscheidt;

Dear Rahmat,


thanks for sending the revised questionnaire. The amendment is approved and you can go ahead with data collection.

Best wishes,

Astrid


Dr. Astrid Schloerscheidt  
Chair, University of Dundee Research Ethics Committee

---

 **Rahmat Budiman**  
Thu 20/06/2013 17:16

Mark as unread

1 attachment

 English Qstionnaire Su...  
36 KB

Dear Dr Schloerscheidt.

I send you a copy of the questionnaire that I am going to use for the second data collection. You may also see the web survey version and I have allowed you to review the questionnaire. Please open the Bristol Online Survey and my questionnaire is: WRITING 2 SURVEY ENGLISH VERSION. If you think that I need to amend some of the information or the questions, please let me know. If there is a revision on the questionnaire, I will let you know. I plan to circulate both the postal survey and the web survey between July 10 and 9 August 2013. The interview is planned to held at the last week of August 2013. I thank you very much for your attention.

Best Regards,  
Rahmat Budiman  
Student-School of Education

## Appendix 3.12 Second Stage Questionnaire-Translated

### Welcome

Welcome to Writing 2 Survey. This survey aims to investigate factors that affect student achievement in Writing courses in the context of distance learning.

### Data Protection

Although you are requested to write your student number, all personal information about you will be written anonymously in the report.

### Section 1. Acknowledgement (Please cross)

1. I have read and understood the information sheet.  
☐ Yes ☐ No
2. I agree to take part in the study.  
☐ Yes ☐ No

### Section 2. Background to Study the Writing 2 Course

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

3. What is your student number?

.....

4. Did you take part in the Writing 1 survey last semester?

☐ Yes ☐ No

5. Did you purchase the Writing 2 course material?

☐ Yes ☐ No

If **Yes**, did the Writing 2 course materials meet your expectation?

☐ Yes ☐ No

Please give a brief comment!  
(Optional)

.....

.....

.....

.....

.....

.....

If **No**, what did you do to study?

☐ Borrowed from a friend/library

☐ Asked a friend to teach

☐ Found other resources

☐ Gave up

6. How many hours did you study the Writing 2 per week?

☐ Less than 5 hours

☐ 5-10 hours

☐ More than 10 hours

7. Have you ever registered for the Writing 2 before?

☐ Yes

☐ No

If **Yes**, how many times?

☐ 1 time

☐ 2 times

☐ More than 2 times

Reason to reregister: (Optional)

.....

.....

.....

.....

8. Do you intend to continue to the next level (the Writing 3 course)?

☐ Yes

☐ No

Please give a brief reason!

.....

.....

.....

.....

.....



**Section 3. Pre-Learning: Preparation to Study**

I ask you to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements based on scales: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) or Strongly Agree (SA)

9. Statement:	SD	D	NS	A	SA
a. I set a study plan to study the Writing 2 course by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I select and implement the most appropriate way to study Writing 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I frequently ask myself if the way I study the Writing 2 course is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Setting a target for attaining the highest grade in the Writing 2 examination is good to direct my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am confident that I can get the best grade in the Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am able to develop self-discipline to complete tasks and study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am able to become an autonomous learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Compared to the last semester, I feel more confident that I am able to make better compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 4. Learning Process: Organizing the Learning Activities.**

I ask you to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements based on scales: Never (N), Rarely (R), Sometimes (S), Often (O) or Always (A).

10. Statement:	N	R	S	O	A
a. I stick to the study plan that I made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I create the most comfortable learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I take initiative to study Writing 2 voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I stimulate myself to study Writing 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am determined to study Writing 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I make the best effort when studying Writing 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I thought that I had to master the subjects in the Writing 2 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I read the introduction page of each module to learn the objective of the learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. When learning a module, I identify which topics to focus on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I study the Writing 2 course material based on the module arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I <b>ONLY</b> study the subjects that are likely to be examined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I summarize the important points of each module to help me study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Even when the subject is hard, I keep studying until I understood it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I work hard to get a good grade in the Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I practice to make compositions because it is expected as part of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I list which subjects I do not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I monitor my achievement by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		N	R	S	O	A
<b>r.</b>	In case my understanding was still low, I return to the subject I do not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>s.</b>	I thought that I have to get a better achievement every time I do the exercises/tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>t.</b>	When studying the Writing 2 course, I like doing writing exercises better than reading grammatical explanations and examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>u.</b>	Before making compositions, I prefer to draw the concepts such as mapping the ideas to frame the composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b>	Before making a composition, I identify in my head/on paper the vocabularies to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>w.</b>	When making a composition, I prefer to try out several drafts in English before making the final version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b>	When making a composition, I prefer to try out in Indonesian before making the final version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>y.</b>	I use other expression/phrases with similar meaning if I do not know any words in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>z.</b>	I am able to check my compositions for mistakes by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>aa.</b>	I use reference materials such as a dictionary and software, to help me make compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ab.</b>	I reread the compositions I made to make sure they answer the instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ac.</b>	I feel happy if someone gives a rating on my composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ad.</b>	To remember new words, I prefer to write on flashcards/a notebook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ae.</b>	I am able to identify the most appropriate solutions to help me solve problems relating to my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>af.</b>	I add my vocabulary regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ag.</b>	I practice new things I learnt, for example, making sentences with new vocabularies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ah.</b>	To understand a concept, for example present perfect tense, I duplicate the pattern in different forms of sentences such as changing the subjects or the verbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ai.</b>	I understand best when someone explained the subject verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>aj.</b>	I ask for help from someone who is more knowledgeable in the course content when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ak.</b>	Even when I was occupied with other commitments, I am able to study the Writing 2 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>al.</b>	It is difficult to allocate time to study the Writing 2 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>am.</b>	I check the effectiveness of my strategies I use to study the Writing 2 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 5. Post-Learning Activities**

I ask you to evaluate yourself. Put a cross (x) on the choices provided after you have read the statements based on scales: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) or Strongly Agree (SA).

11. Statement:	SD	D	NS	A	SA
a. The grade I obtain in the Writing 2 examination is generally a fair representation of my efforts and ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am fully responsible for my success/failure of my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe that other factors such as corrector's mood influence the grade I obtain in the Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I believe that the way I study determine the grade I obtain in the Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. No matter how hard I try, I will not be able to write English perfectly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The grade I obtained in the Writing 2 examination is more determined by my knowledge of English, <b>NOT</b> because of studying the Writing 2 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Principally, I can control my achievement in Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Family/work commitments restrict me to obtain a good grade in the Writing 2 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I appreciate feedback on my composition given by a lecturer/tutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I believe that feedback may increase my motivation to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Feedback will help me understand my weaknesses/strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Feedback on the composition will influence significantly my writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I prefer to receive feedback in the forms of comments on the compositions I make to grades/marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 6. Self-Reflection**

Give a brief comment on the following question.

Compare to the previous semester, what is the most significant academic improvement you feel after you studied the Writing 2 course?

.....

.....

.....

.....

.....

**Section 7. Future involvement**

Do you want to participate in the same survey next semester?

☐ Yes

☐ No

**Congratulations! You have come to the end of the questionnaire. Thank you. Ten imported classic novels/books will be drawn to those who return the questionnaire. If you want to participate in the lucky draw, fill in the following form. Names and addresses will only be used for prize delivery purpose only and will not be mentioned in the report of the research.**

**Name: .....**

**Complete address in Indonesia (for prize delivery purpose):**

**.....**

**Or, join me on Facebook: Budiman Dundee to find out who won the prize.**

**I thank you very much for your participation in my survey.**

### Appendix 3.13 Third Stage Questionnaire-Translated

#### Welcome

Welcome to the Writing 3 Survey. This survey aims to investigate factors that affect student achievement in Writing courses in the context of distance learning.

#### Data Protection

Although you are requested to write your student number, all personal information about you will be written anonymously in the report.

#### Instruction

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

#### Section 1. Acknowledgement

3. I have read and understood the information sheet.

☐ Yes ☐ No

4. I agree to take part in the study.

☐ Yes ☐ No

#### Section 2. Background

5. What is your student number?

.....

6. Did you purchase the Writing 3 course material?

☐ Yes ☐ No

If **Yes**, did the Writing 3 course material meet your expectation?

☐ Yes ☐ No

Please give a brief comment!  
(Optional)

.....

.....

.....

If **No**, what did you do to study?

☐ Borrowed the course material from a friend/library

☐ Asked a friend to teach

☐ Found other resources

7. How many hours did you study the Writing 3 course in a week?

☐ Less than 5 hours

☐ 5-10 hours

☐ More than 10 hours

8. Have you ever registered for the Writing 3 course before?

☐ Yes ☐ No

If **Yes**, how many times?

☐ 1 time

☐ 2 times

☐ More than 2 times

Reason to reregister: (Optional)

.....

.....

.....

9. Do you intend to continue to the next level (the Writing 4 course)?

☐ Yes ☐ No

Please give a brief reason!

.....

.....

.....

### Section 3. Pre-Learning and Learning Process

I ask you to inform me of your experience when you studied the Writing 3 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it. Notes: Strongly Disagree (SD); Disagree (D); Not Sure (NS); Agree (A); Strongly Agree (SA).

8. Statement:	SD	D	NS	A	SA
a. I set a study plan, for example, weekly plan or monthly plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I evaluate the way I study the Writing 3 course regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I target the grade I have to obtain in the Writing 3 examination to help me focus my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I always follow the study timetable once I set it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to take charge of my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I choose the most suitable strategy to study the Writing 3 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I always set the most comfortable place to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am sure that I now can make better compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am always fully committed to study the Writing 3 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I always try to study Writing course at all costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I find it difficult to manage my study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel confident to get the best grade in the Writing 3 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I keep studying, although the subjects/topics are difficult or uninteresting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. In case I encounter laziness to study, I remind myself to go back studying to be successful in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I always study even though I am busy with family/work/other commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I always study even though I feel so lazy and bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I will be more motivated to study if I get feedback from a lecturer/tutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I always devote all my time and attention when my study time comes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. I always tell myself that I must be able to comprehend the subjects/topics in the Writing 3 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I study one module after another systematically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I read the general/specific instructional objectives of each module before learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. When I study the Writing 3 course, I concentrate <b>ONLY</b> on the subjects/topics that are likely to appear in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. I list the subjects/topics that I have to study more deeply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. If the subjects/topics that I study are difficult to understand, I can always find the way to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. I always relearn the subjects/topics if my understanding is still low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. I look for further explanation in the library, on the internet, or from other people to help me understand the subjects/topics I am studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Section 4. Learning Process

I ask you to inform me of your experience when you studied the Writing 3 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it. Notes: Strongly Disagree (SD); Disagree (D); Note Sure (NS); Agree (A); Strongly Agree (SA).

9. Statement:	SD	D	NS	A	SA
a. I always make a summary when I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To remember the knowledge I learn I implement practical efforts such as sending emails/text messages in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I always copy the structure of a sentence to make new sentences in order to understand the concept better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I always ask myself if the strategy that I use to study the Writing 3 course is effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If the subjects/topics are hard to understand, I write them so that I can go back and relearn them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. When studying the Writing 3 course, I do the exercises/assignments directly instead of reading the theoretical explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I do the exercises/assignments to evaluate my achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Every time I do the exercises/assignments, I set the highest standard/target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Instead of reading the course material, I learn best if I get verbal explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I increase my vocabulary words regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I always look for opportunities to practice my writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I remember new vocabulary words more easily if I write them in a piece of paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Before writing a composition, I prefer to make notes/diagrams/charts to frame the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I list the vocabulary words that I will use before making a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I use a dictionary or access the internet when doing the writing exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. If I encounter difficulties in finding the words that I want to use when making a composition, I use rephrase the words or use other words with similar meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I always make several drafts in the English language when making a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I prefer to make a draft in the Indonesian language before writing the final version in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. I am able to find the mistakes in the compositions that I make such as incorrect tense usage and misspelt words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I recheck the composition to make sure that I have followed the instruction given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I will really appreciate if someone gives a rating on my compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Narrative feedback on the composition is more effective than grades or scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SD	D	NS	A	SA
w. Through feedback, I will know how good I am at writing in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. If I get feedback from the lecturer/tutor directly, I am sure my writing skills will improve much better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. I enjoy reading a feedback from the lecturer/tutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. I make the best effort to obtain the best grade in the Writing 3 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Section 5. Post-Learning and View on Achievement**

I ask you to inform me of your experience when you studied the Writing 3 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it.

Notes:

SD: Strongly Disagree; D: Disagree; NS: Note Sure; A: Agree; SA: Strongly Agree

10. Statement:	SD	D	NS	A	SA
a. If I study hard, I will definitely obtain the best grade in Writing 3 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am responsible for my success/failure in Writing 3 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can obtain the best grade in Writing 3 examination even though I do not study from the Writing 3 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I can obtain the best grade in Writing 3 examination even though there are limitations to study such as limited time, and poor learning facility or distractions from other people/situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is hard to get a good grade in Writing 3 examination because of my family/work commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I doubt if Writing 3 examination is fairly marked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The grade I obtain in Writing 3 examination is generally a fair representation of my effort to study and my ability to write in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am pessimistic if I can be proficient in writing in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Section 5. Self-Reflection**

Give a brief answer to the following question.

So far, what do you think are the factors that increase the effectiveness of learning English writing via distance learning?

.....

.....

.....

.....

.....

### **Section 6. Future involvement**

Do you want to participate in the same survey next semester?

☐ Yes

☐ No



**Congratulations! You have come to the end of the questionnaire. Thank you. Those who return the questionnaire will be entered in a draw and might win one of ten novels. If you want to participate in the lucky draw, fill in the following form. Names and addresses will be used for prize delivery purpose only and will not be mentioned in the report of the research.**

**Name: .....**

**Complete address (for prize delivery purpose):**

**.....**

**Post code: .....**

**Or, join me on Facebook: Budiman Dundee to find out who won the prize.**

**I thank you very much for your participation in my survey.**

### Appendix 3.14 Final Stage Questionnaire-Translated

#### Welcome

Welcome to the Writing 4 Survey. This survey aims to investigate factors that affect student achievement in the Writing courses in the context of distance learning.

#### Data Protection

Although you are requested to write your student number, all personal information about you will be written anonymously in the report.

#### Instruction

Answer these questions by crossing (x) the box that you choose or give a short answer in the space provided.

#### Section 1. Acknowledgement

5. I have read and understood the information sheet.

☐ Yes ☐ No

6. I agree to take part in the study.

☐ Yes ☐ No

#### Section 2. Background

10. What is your student number?

.....

11. Did you purchase the Writing 4 course material?

☐ Yes ☐ No

If **Yes**, did the Writing 4 course material meet your expectation?

☐ Yes ☐ No

Please give a brief comment! (Optional)

.....

.....

If **No**, what did you do to study?

☐ Borrowed the course material from a friend/library

☐ Asked a friend to teach

☐ Found other sources

☐ I did nothing

12. Have you ever registered for Writing 4 course before?

☐ Yes ☐ No

If **Yes**, how many times?

☐ 1 time

☐ 2 times

☐ More than 2 times

Reason to reregister: (Optional)

.....

.....

.....

13. How many hours did you study the Writing 4 course in a week?

☐ Less than 5 hours

☐ 5-10 hours

☐ More than 10 hours

**14. If you PASS the Writing 4 exam, do you intend to continue your studies?**
☐ Yes                      ☐ No

Please give a brief reason!

.....

.....

**15. If you FAIL in the Writing 4 exam, do you intend to continue your studies?**
☐ Yes                      ☐ No

Please give a brief reason!

.....

.....

**16. If the grade you get for the Writing 4 is below your expectation (for example, you get a C or D), will you retake the Writing 4 course in the following semesters?**
☐ Yes                      ☐ No

Please give a brief reason!

.....

.....

**Section 3. Pre-Learning and Learning Process**

I ask you to inform me of your experience when you studied the Writing 4 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it. Notes: Strongly Disagree (SD); Disagree (D); Not Sure (NS); Agree (A); Strongly Agree (SA).

10. Statement:	SD	D	NS	A	SA
a. I set a study plan, for example, weekly plan or monthly plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I evaluate the way I study Writing 4 regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I target the grade I have to obtain in Writing 4 examination to help me focus my study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I always follow the study timetable once I set it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to take charge of my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I choose the most suitable strategy to study Writing 4 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I always set the most comfortable place to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am sure that I now can make better compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am always fully committed to study Writing 4 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I always try to study Writing course at all costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I find it difficult to manage my study time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel confident to get the best grade in Writing 4 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I keep studying, although the subjects/topics are difficult or uninteresting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. In case I encounter laziness to study, I remind myself to go back studying to be successful in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I always study even though I am busy with family/work/other commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I always study even though I feel so lazy and bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I will be more motivated to study if I get feedback from a lecturer/tutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I always devote all my time and attention when my study time comes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>s.</b>	I always tell myself that I must be able to comprehend the subjects/topics in Writing 4 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>t.</b>	I study one module after another systematically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>u.</b>	I read the general/specific instructional objectives of each module before learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b>	When I study Writing 4 course, I concentrate <b>ONLY</b> on the subjects/topics that are likely to appear in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>w.</b>	I list the subjects/topics that I have to study more deeply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b>	If the subjects/topics that I study are difficult to understand, I can always find the way to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>y.</b>	I always relearn the subjects/topics if my understanding is still low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>z.</b>	I look for further explanation in the library, on the internet, or from other people to help me understand the subjects/topics I am studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Section 4. Learning Process**

I ask you to inform me of your experience when you studied the Writing 4 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it. Notes: Strongly Disagree (SD); Disagree (D); Not Sure (NS); Agree (A); Strongly Agree (SA).

<b>11. Statement:</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>a.</b> I always make a summary when I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> To remember the knowledge I learn I implement practical efforts such as sending emails/text messages in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I always copy the structure of a sentence to make new sentences in order to understand the concept better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I always ask myself if the strategy that I use to study the Writing 4 course is effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> If the subjects/topics are hard to understand, I write them so that I can go back and relearn them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f.</b> When studying the Writing 4 course, I do the exercises/assignments directly instead of reading the theoretical explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g.</b> I do the exercises/assignments to evaluate my achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h.</b> Every time I do the exercises/assignments, I set the highest standard/target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>i.</b> Instead of reading the course material, I learn best if I get verbal explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>j.</b> I increase my vocabulary words regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>k.</b> I always look for opportunities to practice my writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>l.</b> I remember new vocabulary words more easily if I write them in a piece of paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>m.</b> Before writing a composition, I prefer to make notes/diagrams/charts to frame the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>n.</b> I list the vocabulary words that I will use before making a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>o.</b>	I use a dictionary or access the internet when doing the writing exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>p.</b>	If I encounter difficulties in finding the words that I want to use when making a composition, I use rephrase the words or use other words with similar meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>q.</b>	I always make several drafts in the English language when making a composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>r.</b>	I prefer to make a draft in the Indonesian language before writing the final version in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>s.</b>	I am able to find the mistakes in the compositions that I make such as incorrect tense usage and misspelt words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>t.</b>	I recheck the composition to make sure that I have followed the instruction given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>u.</b>	I will really appreciate if someone gives a rating on my compositions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b>	Narrative feedback on the composition is more effective than grades or scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>w.</b>	Through feedback, I will know how good I am at writing in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b>	If I get feedback from the lecturer/tutor directly, I am sure my writing skills will improve much better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>y.</b>	I enjoy reading a feedback from a lecturer/tutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>z.</b>	I make the best effort to obtain the best grade in Writing 4 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 5. Post-Learning and View on Achievement

I ask you to inform me of your experience when you studied the Writing 4 course in the previous semester. After you have read each statement, put a cross (x) on one of the choices provided after it.

Notes:

**SD: Strongly Disagree; D: Disagree; NS: Not Sure; A: Agree; SA: Strongly Agree**

<b>12. Statement:</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>a.</b> If I study hard, I will definitely obtain the best grade in Writing 4 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I am responsible for my success/failure in Writing 4 examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I can obtain the best grade in Writing 4 examination even though I do not study from the Writing 4 course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I can obtain the best grade in Writing 4 examination even though there are limitations to study such as limited time, and poor learning facility or distractions from other people/situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> It is hard to get a good grade in Writing 4 examination because of my family/work commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f.</b> I doubt if Writing 4 examination is fairly marked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g.</b> The grade I obtain in Writing 4 examination is generally a fair representation of my effort to study and my ability to write in the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- h. I am pessimistic if I can be proficient in writing in the English language.

☐ ☐ ☐ ☐ ☐

### **Section 6. Self-Reflection**

Give a brief answer to the following questions.

Based on your experience and knowledge, give the three most important reasons why distance language learning students (especially who learn English) fail in their study!

.....  
 .....  
 .....  
 .....

Give the three most important reasons why distance language learning students (especially who learn English) succeed in their study!

.....  
 .....  
 .....  
 .....

### **Section 7. Thank you**

I thank you very much for your participation in this survey and the previous surveys. You will receive a novel if you complete this final questionnaire. Write your name and complete home address. Your name and address will only be used for prize delivery, not for the research.

Name: .....

Complete address (for prize delivery purpose):

.....

Post code: .....

### **Section 8. Interview**

Do you want to participate in the interview?

☐ Yes ☐ No

If Yes, I will contact you through your email. You will also get a novel if you participate in the interview.

**Appendix 4.1** Results of Descriptive Analysis-First Stage**Table S1-1** Self-Efficacy

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Believe to have control of achievement.	6	3.7	2	1.2	15	9.1	32	19.5	109	66.5	4.44	.973
Believe to experience improvement in the writing skills.	6	3.7	15	9.1	49	29.9	61	37.2	33	20.1	3.61	1.024
Have a firm commitment to studying.	3	1.8	3	1.8	19	11.6	51	31.1	88	53.7	4.33	.887
Have high levels of innovation and skills to cope with problems.	3	1.8	10	6.1	42	25.6	58	35.4	51	31.1	3.88	.983

**Table S1-2** Self-Determination Skills

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Have an ability to take charge of learning.	2	1.2	1	.6	11	6.7	48	29.3	102	62.2	4.51	.755
Have a responsibility to be self-directed.	2	1.2	6	3.7	57	34.8	50	30.5	49	29.9	3.84	.940

**Table S1-3** Goal Orientation

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Focus on mastering the subjects.	9	5.5	12	7.3	41	25.0	53	32.3	49	29.9	3.74	1.129
Set the best performance standards.	5	3.0	1	.6	21	12.8	51	31.1	86	52.4	4.29	.933
Appreciate feedback or judgement from others.	1	.6	4	2.4	24	14.6	57	34.8	78	47.6	4.26	.843
Avoid difficult tasks.	40	24.4	27	16.5	56	34.1	28	17.1	13	7.9	2.68	1.238
Expect to have feedback for improvement.	0	0.0	1	.6	6	3.7	60	36.6	97	59.1	4.54	.600

**Table S1-4** Attributional Styles

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Attribute failure to examination correctors/markers.	13	7.9	21	12.8	32	19.5	67	40.9	31	18.9	3.50	1.170
Attribute achievement to studying hard.	2	1.2	0	0	4	2.4	38	23.2	120	73.2	4.67	.647

**Table S1-5** Autonomy

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Use the most suitable learning strategy.	13	7.9	15	9.1	31	18.9	61	37.2	44	26.8	3.66	1.195
Have responsibility for learning on their own.	1	.6	1	.6	5	3.0	44	26.8	113	68.9	4.63	.638
Have an awareness of understanding the learning objectives.	12	7.3	17	10.4	29	17.7	38	23.2	68	41.5	3.81	1.280
Have a responsibility for doing self-assignment.	22	13.4	28	17.1	46	28.0	34	20.7	34	20.7	3.18	1.312
Have an ability to do a self-diagnosis.	18	11.0	14	8.5	48	29.3	29	17.7	55	33.5	3.54	1.326

**Table S1-6** Self-Regulated Learning

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Formulate a study plan.	23	14.0	24	14.6	43	26.2	37	22.6	37	22.6	3.25	1.336
Assess the study plan.	12	7.3	13	7.9	51	31.1	53	32.3	35	21.3	3.52	1.132
Create good learning environment.	3	1.8	5	3.0	24	14.6	55	33.5	77	47.0	4.21	.930
Have self-seeking initiatives to pursue their goals.	88	53.7	30	18.3	33	20.1	8	4.9	5	3.0	1.85	1.092
Contact peers to pursue their goals.	44	26.8	20	12.2	45	27.4	38	23.2	17	10.4	2.78	1.343

**Table S1-7** Learning Styles for Writing

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Have curiosity to explore more information.	3	1.8	7	4.3	35	21.3	50	30.5	69	42.1	4.07	.985
Visualise information.	13	7.9	24	14.6	56	34.1	49	29.9	22	13.4	3.26	1.112
Feel more comfortable absorbing verbal information.	3	1.8	27	16.5	53	32.3	53	32.3	28	17.1	3.46	1.018



**Table S1-8** Learning Strategies for Writing

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Seek an opportunity to practice and master writing skills.	1	.6	28	17.1	58	35.4	50	30.5	27	16.5	3.45	.980
Make drafts in English.	18	11.0	25	15.2	37	22.6	33	20.1	51	31.1	3.45	1.358
Make a draft of a composition in Indonesian prior to writing the English composition.	34	20.7	24	14.6	47	28.7	31	18.9	28	17.1	2.97	1.363
Rephrase unknown words when writing.	3	1.8	6	3.7	52	31.7	63	38.4	40	24.4	3.80	.915
Utilise a dictionary to find words.	16	9.8	32	19.5	57	34.8	32	19.5	27	16.5	3.13	1.196
Utilise a dictionary to check spelling.	16	9.8	19	11.6	46	28.0	53	32.3	30	18.3	3.38	1.194
Utilise a grammar book to check grammatical mistakes.	25	15.2	26	15.9	53	32.3	41	25.0	19	11.6	3.02	1.221
Utilise software to proofread.	53	32.3	29	17.7	42	25.6	24	14.6	16	9.8	2.52	1.336
Utilise Google Translate.	44	26.8	34	20.7	49	29.9	23	14.0	14	8.5	2.57	1.259

**Table S1-9** Cognitive Strategies for Writing

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Identify subjects for repetition.	15	9.1	14	8.5	43	26.2	51	31.1	41	25.0	3.54	1.215
Write a summary for each learning activity.	12	7.3	16	9.8	37	22.6	50	30.5	49	29.9	3.66	1.211
Organise new vocabulary items to remember them easily.	13	7.9	28	17.1	62	37.8	37	22.6	24	14.6	3.19	1.127
Rehearse new knowledge to learn more successfully.	8	4.9	7	4.3	31	18.9	44	26.8	74	45.1	4.03	1.121
Duplicate patterns of sentences to improve learning.	12	7.3	16	9.8	64	39.0	54	32.9	18	11.0	3.30	1.035

**Table S1-10** Metacognitive Strategies for Writing

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Set a target to improve learning.	19	11.6	7	4.3	17	10.4	37	22.6	84	51.2	3.98	1.356
Follow the course guidelines.	18	11.0	7	4.3	48	29.3	39	23.8	52	31.7	3.61	1.275
Do self-assessment to identify subjects they are still weak at.	5	3.0	3	1.8	28	17.1	53	32.3	75	45.7	4.16	.978
Return to the completed work to make necessary revision.	7	4.3	5	3.0	32	19.5	49	29.9	71	43.3	4.05	1.067
Evaluate the strategy used to determine the strengths and weaknesses of the strategy.	8	4.9	3	1.8	23	14.0	65	39.6	65	39.6	4.07	1.025
Evaluate the achievement.	10	6.1	8	4.9	28	17.1	60	36.6	58	35.4	3.90	1.125
Reset the learning plan.	9	5.5	3	1.8	27	16.5	58	35.4	67	40.9	4.04	1.070
Reset the new goals.	7	4.3	1	.6	14	8.5	51	31.1	91	55.5	4.33	.973

**Table S1-11** Locus of Control

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Take responsibility for learning.	10	6.1	10	6.1	72	43.9	40	24.4	32	19.5	3.45	1.064
Have positive thoughts that the grades were indicative of their writing skills.	0	0.0	2	1.2	14	8.5	91	55.5	57	34.8	4.24	.654

**Table S1-12** Feedback

Items	1	%	2	%	3	%	4	%	5	%	M	SD
Appreciate feedback from a lecturer/online tutor.	1	.6	6	3.7	7	4.3	74	45.1	76	46.3	4.33	.776
Prefer to have formative feedback.	0	.0	1	.6	10	6.1	68	41.5	85	51.8	4.45	.639
Feedback from peers.	6	3.7	17	10.4	37	22.6	84	51.2	20	12.2	3.58	.959
Individual feedback.	3	1.8	6	3.7	29	17.7	76	46.3	50	30.5	4.00	.893
Prefer to have rating feedback.	5	3.0	28	17.1	23	14.0	73	44.5	35	21.3	3.64	1.090
Feedback on the course material is easy to understand	0	0.0	1	.8	18	15.0	65	54.2	36	30.0	4.13	.685
Feedback on the course material is useful to assess the compositions.	0	0.0	2	1.7	11	9.2	60	50.0	47	39.2	4.27	.695
Feedback on the course material meets the expectation.	0	0.0	2	1.7	30	25.0	60	50.0	28	23.3	3.95	.743
Feedback on the course material improves motivation.	0	0.0	0	0.0	10	8.3	55	45.8	55	45.8	4.38	.636

**Appendix 4.2** Results of Correlation Analysis-Stage 1**Table S1-13** Participants' Demographic Information and Achievement

			Grade
Spearman's rho	Gender	Correlation Coefficient	.005
		Sig. (2-tailed)	.947
		N	164
	Age	Correlation Coefficient	-.011
		Sig. (2-tailed)	.885
		N	164
	Marital status	Correlation Coefficient	.003
		Sig. (2-tailed)	.974
		N	164
	Education	Correlation Coefficient	-.112
		Sig. (2-tailed)	.152
		N	164
	Employment status	Correlation Coefficient	.040
		Sig. (2-tailed)	.611
		N	164
	Employment type	Correlation Coefficient	-.073
		Sig. (2-tailed)	.391
		N	139
	Job relevance	Correlation Coefficient	.005
		Sig. (2-tailed)	.950
		N	139
	Working hours	Correlation Coefficient	.013
		Sig. (2-tailed)	.880
		N	139
	Internet access	Correlation Coefficient	-.070
		Sig. (2-tailed)	.374
		N	164
	Course material	Correlation Coefficient	.099
		Sig. (2-tailed)	.208
		N	164
	Study hours	Correlation Coefficient	-.009
		Sig. (2-tailed)	.910
		N	164
	Failure experience	Correlation Coefficient	-.227**
		Sig. (2-tailed)	.004
		N	164

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table S1-14** Self-Efficacy and Achievement

Items		Grade
Believe to have control of achievement.	Pearson Correlation	-.243**
	Sig. (2-tailed)	.002
	N	164
Believe to experience improvement in the writing skills.	Pearson Correlation	-.091
	Sig. (2-tailed)	.246
	N	164
Have a firm commitment to studying.	Pearson Correlation	-.135
	Sig. (2-tailed)	.084
	N	164
Have high levels of innovation and skills to cope with problems.	Pearson Correlation	-.230**
	Sig. (2-tailed)	.003
	N	164

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S1-15** Self-Determination Skills and Achievement

Items		Grade
Have an ability to take charge of learning.	Pearson Correlation	-.154*
	Sig. (2-tailed)	.049
	N	164
Have a responsibility to be self-directed.	Pearson Correlation	-.196*
	Sig. (2-tailed)	.012
	N	164

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-16** Goal Orientation and Achievement

Items		Grade
Focus on mastering the subjects.	Pearson Correlation	-.184*
	Sig. (2-tailed)	.019
	N	164
Set the best performance standards.	Pearson Correlation	-.133
	Sig. (2-tailed)	.090
	N	164
Appreciate feedback or judgement from others.	Pearson Correlation	.051
	Sig. (2-tailed)	.515
	N	164
Avoid difficult tasks.	Pearson Correlation	.021
	Sig. (2-tailed)	.786
	N	164
Expect to have feedback for improvement.	Pearson Correlation	.025
	Sig. (2-tailed)	.748
	N	164

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-17** Attributional Styles and Achievement

Items		Grade
Attribute failure to examination correctors/markers.	Pearson	.090
	Correlation	
	Sig. (2-tailed)	.253
	N	164
Attribute achievement to studying hard.	Pearson	-.012
	Correlation	
	Sig. (2-tailed)	.880
	N	164

**Table S1-18** Autonomy and Achievement

Items		Grade
Use the most suitable learning strategy.	Pearson Correlation	-.178*
	Sig. (2-tailed)	.023
	N	164
Have responsibility for learning on their own.	Pearson Correlation	-.215**
	Sig. (2-tailed)	.006
	N	164
Have an awareness of understanding the learning objectives.	Pearson Correlation	-.213**
	Sig. (2-tailed)	.006
	N	164
Have a responsibility for doing self-assignment.	Pearson Correlation	-.096
	Sig. (2-tailed)	.219
	N	164
Have an ability to do a self-diagnosis.	Pearson Correlation	-.209**
	Sig. (2-tailed)	.007
	N	164

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table S1-19** Self-Regulated Learning and Achievement

Items		Grade
Formulate a study plan.	Pearson Correlation	-.169*
	Sig. (2-tailed)	.030
	N	164
Assess the study plan.	Pearson Correlation	-.174*
	Sig. (2-tailed)	.026
	N	164
Create good learning environment.	Pearson Correlation	-.127
	Sig. (2-tailed)	.106
	N	164
Have self-seeking initiatives to pursue their goals.	Pearson Correlation	-.098
	Sig. (2-tailed)	.213
	N	164

Items		Grade
Contact peers to pursue their goals.	Pearson Correlation	-.140
	Sig. (2-tailed)	.075
	N	164

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-20** Learning Styles for Writing and Achievement

Items		Grade
Have a curiosity to explore more information.	Pearson Correlation	-.156*
	Sig. (2-tailed)	.046
	N	164
Visualise information.	Pearson Correlation	-.101
	Sig. (2-tailed)	.200
	N	164
Feel more comfortable absorbing verbal information.	Pearson Correlation	-.277**
	Sig. (2-tailed)	.000
	N	164

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-21** Learning Strategies for Writing and Achievement

Items		Grade
Seek an opportunity to practice and master writing skills.	Pearson Correlation	-.283**
	Sig. (2-tailed)	.000
	N	164
Make drafts in English.	Pearson Correlation	-.043
	Sig. (2-tailed)	.585
	N	164
Make a draft of a composition in Indonesian prior to writing the English composition.	Pearson Correlation	.203**
	Sig. (2-tailed)	.009
	N	164
Rephrase unknown words when writing.	Pearson Correlation	-.103
	Sig. (2-tailed)	.189
	N	164
Utilise a dictionary to find words.	Pearson Correlation	.040
	Sig. (2-tailed)	.612
	N	164
Utilise a dictionary to check spelling.	Pearson Correlation	-.071
	Sig. (2-tailed)	.368
	N	164
Utilise a grammar book to check grammatical mistakes.	Pearson Correlation	-.058
	Sig. (2-tailed)	.459
	N	164

Items		Grade
Utilise software to proofread.	Pearson Correlation	-.036
	Sig. (2-tailed)	.646
	N	164
Utilise Google Translate.	Pearson Correlation	.077
	Sig. (2-tailed)	.328
	N	164

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S1-23** Cognitive Strategies for Writing and Achievement

Items		Grade
Identify subjects for repetition.	Pearson Correlation	-.228**
	Sig. (2-tailed)	.003
	N	164
Write a summary for each learning activity.	Pearson Correlation	-.168*
	Sig. (2-tailed)	.031
	N	164
Organise new vocabulary items to recall them easily.	Pearson Correlation	-.082
	Sig. (2-tailed)	.297
	N	164
Rehearse new knowledge to learn more successfully.	Pearson Correlation	-.173*
	Sig. (2-tailed)	.026
	N	164
Duplicate patterns of sentences to improve learning.	Pearson Correlation	-.019
	Sig. (2-tailed)	.813
	N	164

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-24** Metacognitive Strategies for Writing and Achievement

Items		Grade
Set a target to achieve to improve learning.	Pearson Correlation	-.148
	Sig. (2-tailed)	.059
	N	164
Follow the course guidelines.	Pearson Correlation	-.216**
	Sig. (2-tailed)	.005
	N	164
Do self-assessment to identify subjects they are still weak at.	Pearson Correlation	-.231**
	Sig. (2-tailed)	.003
	N	164
Return to the completed work to make necessary revision.	Pearson Correlation	-.163*
	Sig. (2-tailed)	.037
	N	164
Evaluate the strategy used to determine the strengths and weaknesses of the strategy.	Pearson Correlation	-.001
	Sig. (2-tailed)	.987
	N	164



Items		Grade
Evaluate the achievement.	Pearson Correlation	-.007
	Sig. (2-tailed)	.934
	N	164
Reset the learning plan.	Pearson Correlation	-.007
	Sig. (2-tailed)	.928
	N	164
Reset the new goals.	Pearson Correlation	-.001
	Sig. (2-tailed)	.985
	N	164

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-25** Locus of Control and Achievement

Items		Grade
Take responsibility for learning.	Pearson Correlation	-.192*
	Sig. (2-tailed)	.014
	N	164
Have positive thoughts that the grades were indicative of their writing skills.	Pearson Correlation	-.087
	Sig. (2-tailed)	.269
	N	164

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S1-26** Feedback and Achievement

Items		Grade
Appreciate feedback from a lecturer/online tutor.	Pearson Correlation	.069
	Sig. (2-tailed)	.382
	N	164
Prefer to have formative feedback.	Pearson Correlation	.041
	Sig. (2-tailed)	.604
	N	164
Feedback from peers.	Pearson Correlation	.039
	Sig. (2-tailed)	.621
	N	164
Individual feedback.	Pearson Correlation	-.051
	Sig. (2-tailed)	.516
	N	164
Prefer to have rating feedback.	Pearson Correlation	.037
	Sig. (2-tailed)	.635
	N	164
Feedback on the course material was easy to understand	Pearson Correlation	-.014
	Sig. (2-tailed)	.882
	N	120

Items	Grade
<div>Feedback on the course material was useful to assess the compositions.</div> <div>Pearson Correlation</div> <div>Sig. (2-tailed)</div> <div>N</div>	<div>-.027</div> <div>.770</div> <div>120</div>
<div>Feedback on the course material met the expectation.</div> <div>Pearson Correlation</div> <div>Sig. (2-tailed)</div> <div>N</div>	<div>-.096</div> <div>.295</div> <div>120</div>
<div>Feedback on the course material improved motivation.</div> <div>Pearson Correlation</div> <div>Sig. (2-tailed)</div> <div>N</div>	<div>-.090</div> <div>.326</div> <div>120</div>

### Appendix 4.3 Results of Test of Normality-First Stage

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Q20_a is normal with mean 3.841 and standard deviation 0.94.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
2	The distribution of Q20_b is normal with mean 3.451 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
3	The distribution of Q20_c is normal with mean 3.463 and standard deviation 1.02.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
4	The distribution of Q20_d is normal with mean 3.250 and standard deviation 1.34.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
5	The distribution of Q20_e is normal with mean 3.659 and standard deviation 1.20.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
6	The distribution of Q20_f is normal with mean 3.524 and standard deviation 1.13.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
7	The distribution of Q20_g is normal with mean 3.976 and standard deviation 1.36.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
8	The distribution of Q20_h is normal with mean 4.439 and standard deviation 0.97.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
9	The distribution of Q21_a is normal with mean 3.451 and standard deviation 1.06.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
10	The distribution of Q21_b is normal with mean 4.207 and standard deviation 0.93.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
11	The distribution of Q21_c is normal with mean 4.628 and standard deviation 0.64.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
12	The distribution of Q21_d is normal with mean 4.506 and standard deviation 0.76.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
13	The distribution of Q21_e is normal with mean 3.811 and standard deviation 1.28.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
14	The distribution of Q21_f is normal with mean 3.610 and standard deviation 1.28.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

<sup>1</sup> Lilliefors Corrected

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of Q21_g is normal with mean 3.659 and standard deviation 1.21.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
16	The distribution of Q21_h is normal with mean 4.329 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
17	The distribution of Q21_i is normal with mean 3.543 and standard deviation 1.22.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
18	The distribution of Q21_j is normal with mean 4.159 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
19	The distribution of Q21_k is normal with mean 2.677 and standard deviation 1.24.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
20	The distribution of Q21_l is normal with mean 4.049 and standard deviation 1.07.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
21	The distribution of Q21_m is normal with mean 3.543 and standard deviation 1.33.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
22	The distribution of Q21_n is normal with mean 3.738 and standard deviation 1.13.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
23	The distribution of Q21_o is normal with mean 3.183 and standard deviation 1.31.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
24	The distribution of Q21_p is normal with mean 4.293 and standard deviation 0.93.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
25	The distribution of Q21_q is normal with mean 3.451 and standard deviation 1.36.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
26	The distribution of Q21_r is normal with mean 2.970 and standard deviation 1.36.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

<sup>1</sup> Lilliefors Corrected

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
27	The distribution of Q21_s is normal with mean 3.134 and standard deviation 1.20.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
28	The distribution of Q21_t is normal with mean 2.567 and standard deviation 1.26.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
29	The distribution of Q21_u is normal with mean 3.799 and standard deviation 0.91.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
30	The distribution of Q21_v is normal with mean 3.378 and standard deviation 1.19.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
31	The distribution of Q21_w is normal with mean 3.018 and standard deviation 1.22.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
32	The distribution of Q21_x is normal with mean 2.518 and standard deviation 1.34.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
33	The distribution of Q21_y is normal with mean 3.610 and standard deviation 1.02.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
34	The distribution of Q21_z is normal with mean 4.262 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
35	The distribution of Q21_aa is normal with mean 3.189 and standard deviation 1.13.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
36	The distribution of Q21_ab is normal with mean 3.305 and standard deviation 1.04.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
37	The distribution of Q21_ac is normal with mean 3.262 and standard deviation 1.11.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
38	The distribution of Q21_ad is normal with mean 1.854 and standard deviation 1.09.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

<sup>1</sup> Lilliefors Corrected

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
39	The distribution of Q21_ae is normal with mean 2.780 and standard deviation 1.34.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
40	The distribution of Q21_af is normal with mean 4.067 and standard deviation 0.99.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
41	The distribution of Q21_ag is normal with mean 4.030 and standard deviation 1.12.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
42	The distribution of Q21_ah is normal with mean 3.878 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
43	The distribution of Q22_a is normal with mean 3.902 and standard deviation 1.13.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
44	The distribution of Q22_b is normal with mean 4.043 and standard deviation 1.07.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
45	The distribution of Q22_c is normal with mean 4.073 and standard deviation 1.02.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
46	The distribution of Q22_d is normal with mean 4.329 and standard deviation 0.97.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
47	The distribution of Q23_a is normal with mean 4.238 and standard deviation 0.65.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
48	The distribution of Q23_b is normal with mean 3.500 and standard deviation 1.17.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
49	The distribution of Q23_c is normal with mean 4.671 and standard deviation 0.65.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
50	The distribution of Q23_d is normal with mean 4.543 and standard deviation 0.60.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

<sup>1</sup> Lilliefors Corrected

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
51	The distribution of Q23_e is normal with mean 4.329 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
52	The distribution of Q23_f is normal with mean 3.579 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
53	The distribution of Q23_g is normal with mean 4.000 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
54	The distribution of Q23_h is normal with mean 3.640 and standard deviation 1.09.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
55	The distribution of Q23_i is normal with mean 4.445 and standard deviation 0.64.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
56	The distribution of Q23_j is normal with mean 4.098 and standard deviation 0.70.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
57	The distribution of Q23_k is normal with mean 4.250 and standard deviation 0.70.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
58	The distribution of Q23_l is normal with mean 3.866 and standard deviation 0.77.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.
59	The distribution of Q23_m is normal with mean 4.280 and standard deviation 0.71.	One-Sample Kolmogorov-Smirnov Test	.000 <sup>1</sup>	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

<sup>1</sup> Lilliefors Corrected

#### Appendix 4.4 Rotated Component Matrix First Stage

[illegible]



Items	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Q20_e				.871											
Q20_f				.836											
Q21_a				.680											
Q21_r					.542										
Q21_s					.784										
Q21_t					.411										
Q21_v					.772										
Q21_w					.547										
Q21_x					.406										
Q20_g						.714									
Q20_h						.733									
Q21_y						.605									
Q20_b							.619								
Q20_c							.752								
Q21_q							.415								
Q21_af							.661								
Q21_d								.440							
Q23_c								.509							
Q23_d								.703							
Q23_e								.718							
Q23_g								.467							
Q23_i								.575							
Q21_g									.400						

Items	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Q21_aa									.730						
Q21_ab									.702						
Q21_ac									.640						
Q21_h										.524					
Q21_u										.804					
Q21_ad											.666				
Q21_ae											.716				
Q21_c												.654			
Q23_h												.443			
Q21_ag													.618		
Q23_b														.820	
Q23_f														.498	
Q21_k															.768
Q21_b															
Q21_ah															

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

**Appendix 5.1** Results of Descriptive Analysis-Second Stage**Table S2-1** Self-Efficacy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Believe to have control of achievement.	52	0	0	0	0	12	23	18	35	22	42	4.19	.793
Believe to experience improvement in writing skills.	52	0	0	0	0	7	13	21	40	24	46	4.33	.706
Have a firm commitment to studying.	52	0	0	0	0	6	12	22	42	24	46	4.35	.683
Have high levels of innovation and skills to cope with problems.	52	1	2	3	6	19	36	22	42	7	13	3.60	.869
Have difficulty in controlling study management.	52	6	11	13	25	20	38	10	19	3	6	2.83	1.061

**Table S2-2** Self-Determination Skills

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Have an ability to take charge of learning.	52	0	0	0	0	3	6	26	50	23	44	4.38	.599
Have a responsibility to be self-directed.	52	0	0	0	0	2	4	24	46	26	50	4.46	.576
Have an ability to make choices based on personal interests.	52	0	0	0	0	5	10	23	44	24	46	4.37	.658
Have a responsibility to be goal-oriented.	52	0	0	0	0	1	2	13	25	38	71	4.71	.498
Have an ability to regulate one's actions.	52	0	0	1	2	10	19	25	48	16	31	4.08	.763

**Table S2-3** Goal Orientation

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Focus on mastering the subjects.	52	0	0	0	0	2	4	22	42	28	54	4.50	.577
Focus on examination results.	52	25	48	8	15	10	19	8	15	1	2	2.08	1.218
Make greater efforts to improve his/her understanding of certain subjects.	52	0	0	2	4	7	13	23	44	20	38	4.17	.810
Set the best performance standards.	52	1	2	0	0	3	6	18	35	30	58	4.46	.779
Appreciate feedback or judgement from others.	52	0	0	1	2	5	10	16	31	30	58	4.44	.752

**Table S2-4** Attributional Styles

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Attribute failure to examination correctors/markers.	52	3	6	10	18	14	27	15	29	10	19	3.37	1.172
Attribute achievement to studying hard.	52	0	0	0	0	3	6	28	54	21	40	4.35	.590
Attribute achievement to not studying from the Writing 2 course material.	52	6	12	7	13	14	27	21	40	4	8	3.19	1.138
Attribute achievement to personal efforts to cope with learning barriers.	52	1	2	1	2	13	25	30	58	7	13	3.79	.776
Attribute low achievement to the burden of the family/employment responsibilities.	52	4	8	12	23	13	25	16	31	7	13	3.19	1.172

**Table S2-5** Autonomy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Use the most suitable learning strategy.	52	0	0	1	2	0	0	31	60	20	38	4.35	.590
Have responsibility for learning on their own.	52	0	0	1	2	4	8	22	42	25	48	4.37	.715
Have an awareness of understanding the learning objectives.	52	3	6	4	8	13	25	11	21	21	40	3.83	1.216
Have a responsibility for doing self-assignments.	52	3	6	5	10	14	27	17	33	13	25	3.62	1.140
Have an ability to do a self-diagnosis.	52	3	6	3	6	16	31	27	52	3	6	3.46	.917

**Table S2-6** Self-Regulated Learning

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Formulate a study plan.	52	0	0	0	0	0	0	30	58	22	42	4.42	.499
Assess the study plan.	52	0	0	4	8	3	6	33	63	12	23	4.02	.779
Implement a study plan.	52	0	0	0	0	11	21	30	58	11	21	4.00	.657
Create a good learning environment.	52	0	0	0	0	3	6	27	52	22	42	4.37	.595
Have self-seeking initiatives to pursue their goals.	52	8	15	4	8	14	27	17	33	9	17	3.29	1.289

**Table S2-7** Learning Styles for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Employ techniques for doing things with clear practical advantages.	52	9	17	6	12	22	42	9	17	6	12	2.94	1.211
Organise information using visual objects, including mind and concept maps.	52	0	0	4	8	14	27	18	35	16	31	3.88	.943

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Have curiosity to explore more information.	52	0	0	5	10	13	25	15	29	19	36	3.92	1.007
Visualise information.	52	2	4	2	4	14	27	15	29	19	36	3.90	1.071
Feel more comfortable absorbing verbal information.	52	1	2	2	4	16	31	19	36	14	25	3.83	.944

**Table S2-8** Learning Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Seek an opportunity to practice and master writing skills.	52	3	6	3	6	14	27	13	25	19	36	3.81	1.172
Identify words to use in a composition.	52	4	8	5	10	11	21	17	33	15	29	3.65	1.219
Make drafts in English.	52	2	4	6	12	18	35	17	33	9	17	3.48	1.038
Make a draft of a composition in Indonesian prior to writing the English composition.	52	13	25	6	12	14	27	13	25	6	12	2.87	1.358
Rephrase unknown words when writing.	52	2	4	2	4	17	33	22	42	9	17	3.65	.947

**Table S2-9** Cognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Identify subjects for repetition.	52	0	0	4	8	10	19	20	38	18	35	4.00	.929
Write a summary for each learning activity.	52	3	6	2	4	13	25	20	38	14	27	3.77	1.078
Organise new vocabulary items to recall them easily.	52	1	2	3	6	20	38	19	37	9	17	3.62	.911
Rehearse new knowledge in order to learn more successfully.	52	0	0	1	2	17	33	19	37	15	29	3.92	.837
Duplicate patterns of sentences to improve learning.	52	1	2	2	4	14	27	17	33	18	35	3.94	.978

**Table S2-10** Metacognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Set a target to achieve in order to improve learning.	52	0	0	0	0	2	4	19	37	31	60	4.56	.574
Follow the course guidelines.	52	0	0	4	8	9	17	13	25	26	50	4.17	.985
Do self-assessment to identify subjects they are still weak at.	52	2	4	5	10	10	19	17	33	18	35	3.85	1.127
Return to the completed work to make necessary revisions.	52	0	0	1	2	1	2	16	31	34	65	4.60	.634
Evaluate the strategy used to determine the strengths and weaknesses of the strategy.	52	1	2	3	6	21	40	16	31	11	21	3.63	.950

**Table S2-11** Locus of Control

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Take responsibility for learning.	52	1	2	4	8	21	40	21	40	5	40	3.48	.852
Work hard to achieve goals.	52	0	0	2	4	18	35	19	37	13	37	3.83	.857
Have positive thoughts about the grades represented the skills.	52	1	2	0	0	2	4	23	44	26	44	4.40	.748
Take responsibility for their achievement.	52	0	0	0	0	1	2	15	29	36	29	4.67	.513
Feel pessimistic about improving writing skills.	52	5	10	2	4	8	15	19	37	18	37	3.83	1.232

**Table S2-12** Feedback

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Appreciate feedback from a lecturer/online tutor.	52	0	0	0	0	3	6	15	29	34	65	4.60	.603
Feedback improves motivation.	52	0	0	1	2	1	2	16	31	34	65	4.60	.634
Feedback serves to inform the quality of the writing.	52	0	0	0	0	2	4	16	31	34	65	4.62	.565
Feedback given by a lecturer/online tutor may improve the students' writing skills.	52	0	0	0	0	0	0	21	40	31	60	4.60	.495
Prefer to have formative feedback.	52	0	0	4	8	5	10	24	46	19	37	4.12	.878



**Appendix 5.2** Results of Correlation Analysis-Second Stage**Table S2-13** Preparation for Learning/Study Management/Experience and Achievement

			Grade
Spearman's rho	Purchasing the Writing 2 course material	Correlation Coefficient	.014
		Sig. (2-tailed)	.922
		N	52
	Study hours per week	Correlation Coefficient	.224
		Sig. (2-tailed)	.110
		N	52
	Having an experience of taking the Writing 2 examination	Correlation Coefficient	-.217
		Sig. (2-tailed)	.123
		N	52

**Table S2-14** Self-Efficacy and Achievement

Items		Grade
Believe to have control of achievement.	Pearson Correlation	-.279*
	Sig. (2-tailed)	.045
	N	52
Believe to experience improvement in writing skills.	Pearson Correlation	-.149
	Sig. (2-tailed)	.293
	N	52
Have a firm commitment to studying.	Pearson Correlation	.050
	Sig. (2-tailed)	.727
	N	52
Have high levels of innovation and skills to cope with problems.	Pearson Correlation	.003
	Sig. (2-tailed)	.984
	N	52
Have difficulty in controlling study management.	Pearson Correlation	.221
	Sig. (2-tailed)	.115
	N	52

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S2-15** Self-Determination Skill and Achievement

Items		Grade
Have an ability to take charge of learning.	Pearson Correlation	-.110
	Sig. (2-tailed)	.438
	N	52
Have a responsibility to be self-directed.	Pearson Correlation	.108
	Sig. (2-tailed)	.448
	N	52
Have an ability to make choices based on personal interests.	Pearson Correlation	-.043
	Sig. (2-tailed)	.760
	N	52

Items		Grade
Have a responsibility to be goal-oriented.	Pearson Correlation	-.141
	Sig. (2-tailed)	.320
	N	52
Have an ability to regulate one's actions.	Pearson Correlation	-.327*
	Sig. (2-tailed)	.018
	N	52

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S2-16** Goal Orientation and Achievement

Items		Grade
Focus on mastering the subjects.	Pearson Correlation	.153
	Sig. (2-tailed)	.280
	N	52
Focus on examination results.	Pearson Correlation	.415**
	Sig. (2-tailed)	.002
	N	52
Make greater efforts to improve his/her understanding of certain subjects.	Pearson Correlation	-.010
	Sig. (2-tailed)	.943
	N	52
Set the best performance standards.	Pearson Correlation	-.050
	Sig. (2-tailed)	.726
	N	52
Appreciate feedback or judgement from others.	Pearson Correlation	.132
	Sig. (2-tailed)	.351
	N	52

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S2-17** Attributional Styles and Achievement

Items		Grade
Attribute failure to examination correctors/markers.	Pearson Correlation	.233
	Sig. (2-tailed)	.096
	N	52
Attribute achievement to studying hard.	Pearson Correlation	-.198
	Sig. (2-tailed)	.159
	N	52
Attribute achievement to not studying from the Writing 2 course material.	Pearson Correlation	-.195
	Sig. (2-tailed)	.167
	N	52
Attribute achievement to personal efforts to cope with learning barriers.	Pearson Correlation	-.153
	Sig. (2-tailed)	.279
	N	52

Items		Grade
Attribute achievement to the burden of family/employment responsibilities.	Pearson Correlation	-.532**
	Sig. (2-tailed)	.000
	N	52

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S2-18** Autonomy and Achievement

Items		Grade
Use the most suitable learning strategy.	Pearson Correlation	.015
	Sig. (2-tailed)	.917
	N	52
Have responsibility for learning on their own.	Pearson Correlation	-.005
	Sig. (2-tailed)	.973
	N	52
Have an awareness of understanding the learning objectives.	Pearson Correlation	.172
	Sig. (2-tailed)	.222
	N	52
Have a responsibility for doing self-assignments.	Pearson Correlation	.168
	Sig. (2-tailed)	.234
	N	52
Have an ability to do a self-diagnosis.	Pearson Correlation	-.179
	Sig. (2-tailed)	.203
	N	52

**Table S2-19** Self-Regulated Learning and Achievement

Items		Grade
Formulate a study plan.	Pearson Correlation	-.180
	Sig. (2-tailed)	.201
	N	52
Assess the study plan.	Pearson Correlation	.017
	Sig. (2-tailed)	.906
	N	52
Implement a study plan.	Pearson Correlation	-.115
	Sig. (2-tailed)	.417
	N	52
Create a good learning environment.	Pearson Correlation	.079
	Sig. (2-tailed)	.578
	N	52
Have self-seeking initiatives to pursue their goals.	Pearson Correlation	.269
	Sig. (2-tailed)	.054
	N	52

**Table S2-20** Learning Styles for Writing and Achievement

Items		Grade
Employ techniques for doing things with clear practical advantages.	Pearson Correlation	.030
	Sig. (2-tailed)	.833
	N	52
Organise information using visual objects, including mind and concept maps.	Pearson Correlation	.157
	Sig. (2-tailed)	.266
	N	52
Have curiosity to explore more information.	Pearson Correlation	.173
	Sig. (2-tailed)	.220
	N	52
Visualise information.	Pearson Correlation	.150
	Sig. (2-tailed)	.287
	N	52
Feel more comfortable absorbing verbal information.	Pearson Correlation	.302*
	Sig. (2-tailed)	.030
	N	52

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S2-21** Learning Strategies for Writing and Achievement

Items		Grade
Seek an opportunity to practice and master writing skills.	Pearson Correlation	.039
	Sig. (2-tailed)	.785
	N	52
Identify words to use in a composition.	Pearson Correlation	.158
	Sig. (2-tailed)	.263
	N	52
Make drafts in English.	Pearson Correlation	.121
	Sig. (2-tailed)	.394
	N	52
Make a draft of a composition in Indonesian prior to writing the English composition.	Pearson Correlation	.414**
	Sig. (2-tailed)	.002
	N	52
Rephrase unknown words when writing.	Pearson Correlation	-.062
	Sig. (2-tailed)	.661
	N	52

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S2-22 Cognitive Strategies for Writing and Achievement**

Items		Grade
Identify subjects for repetition.	Pearson Correlation	.190
	Sig. (2-tailed)	.178
	N	52
Write a summary for each learning activity.	Pearson Correlation	.251
	Sig. (2-tailed)	.072
	N	52
Organise new vocabulary items to recall them easily.	Pearson Correlation	-.149
	Sig. (2-tailed)	.293
	N	52
Rehearse new knowledge in order to learn more successfully.	Pearson Correlation	.058
	Sig. (2-tailed)	.684
	N	52
Duplicate patterns of sentences to improve learning.	Pearson Correlation	-.220
	Sig. (2-tailed)	.117
	N	52

**Table S2-23 Metacognitive Strategies for Writing and Achievement**

Items		Grade
Set a target to achieve in order to improve learning.	Pearson Correlation	-.129
	Sig. (2-tailed)	.363
	N	52
Follow the course guidelines.	Pearson Correlation	.068
	Sig. (2-tailed)	.630
	N	52
Do self-assessment to identify subjects they are still weak at.	Pearson Correlation	.041
	Sig. (2-tailed)	.772
	N	52
Return to the completed work to make necessary revisions.	Pearson Correlation	-.115
	Sig. (2-tailed)	.416
	N	52
Evaluate the strategy used to determine the strengths and weaknesses of the strategy.	Pearson Correlation	.136
	Sig. (2-tailed)	.337
	N	52

**Table S2-24** Locus of Control and Achievement

Items		Grade
Take responsibility for learning.	Pearson Correlation	.029
	Sig. (2-tailed)	.838
	N	52
Work hard to achieve goals.	Pearson Correlation	.039
	Sig. (2-tailed)	.784
	N	52
Have positive thoughts about the grades represented the skills.	Pearson Correlation	-.373**
	Sig. (2-tailed)	.006
	N	52
Take responsibility for their achievement.	Pearson Correlation	-.335*
	Sig. (2-tailed)	.015
	N	52
Feel pessimistic about improving writing skills.	Pearson Correlation	-.218
	Sig. (2-tailed)	.121
	N	52

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table S2-25** Feedback and achievement

Items		Grade
Appreciate feedback from a lecturer/online tutor.	Pearson Correlation	-.246
	Sig. (2-tailed)	.078
	N	52
Feedback improves motivation.	Pearson Correlation	-.194
	Sig. (2-tailed)	.167
	N	52
Feedback serves to inform the quality of the writing.	Pearson Correlation	-.240
	Sig. (2-tailed)	.087
	N	52
Feedback given by a lecturer/online tutor may improve the students' writing skills.	Pearson Correlation	-.046
	Sig. (2-tailed)	.747
	N	52
Prefer to have formative feedback.	Pearson Correlation	.061
	Sig. (2-tailed)	.669
	N	52

### Appendix 5.3 Results of Test of Normality-Second Stage

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Q9_a is normal with mean 4.423 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
2	The distribution of Q9_b is normal with mean 4.346 and standard deviation 0.59.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
3	The distribution of Q9_c is normal with mean 4.019 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
4	The distribution of Q9_d is normal with mean 4.558 and standard deviation 0.57.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
5	The distribution of Q9_e is normal with mean 4.192 and standard deviation 0.79.	One-Sample Kolmogorov-Smirnov Test	.001	Reject the null hypothesis.
6	The distribution of Q9_f is normal with mean 4.000 and standard deviation 0.66.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
7	The distribution of Q9_g is normal with mean 4.385 and standard deviation 0.60.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
8	The distribution of Q9_h is normal with mean 4.327 and standard deviation 0.71.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
9	The distribution of Q10_a is normal with mean 3.481 and standard deviation 0.85.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
10	The distribution of Q10_b is normal with mean 4.365 and standard deviation 0.60.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
11	The distribution of Q10_c is normal with mean 4.365 and standard deviation 0.71.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
12	The distribution of Q10_d is normal with mean 4.462 and standard deviation 0.58.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
13	The distribution of Q10_e is normal with mean 3.827 and standard deviation 0.86.	One-Sample Kolmogorov-Smirnov Test	.015	Reject the null hypothesis.
14	The distribution of Q10_f is normal with mean 4.346 and standard deviation 0.68.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of Q10_g is normal with mean 4.500 and standard deviation 0.58.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
16	The distribution of Q10_h is normal with mean 3.827 and standard deviation 1.22.	One-Sample Kolmogorov-Smirnov Test	.006	Reject the null hypothesis.
17	The distribution of Q10_i is normal with mean 4.000 and standard deviation 0.93.	One-Sample Kolmogorov-Smirnov Test	.008	Reject the null hypothesis.
18	The distribution of Q10_j is normal with mean 4.173 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
19	The distribution of Q10_k is normal with mean 2.077 and standard deviation 1.22.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
20	The distribution of Q10_l is normal with mean 3.769 and standard deviation 1.08.	One-Sample Kolmogorov-Smirnov Test	.005	Reject the null hypothesis.
21	The distribution of Q10_m is normal with mean 4.365 and standard deviation 0.66.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
22	The distribution of Q10_n is normal with mean 4.712 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
23	The distribution of Q10_o is normal with mean 3.808 and standard deviation 1.17.	One-Sample Kolmogorov-Smirnov Test	.020	Reject the null hypothesis.
24	The distribution of Q10_p is normal with mean 3.846 and standard deviation 1.13.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
25	The distribution of Q10_q is normal with mean 3.615 and standard deviation 1.14.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
26	The distribution of Q10_r is normal with mean 4.173 and standard deviation 0.81.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
27	The distribution of Q10_s is normal with mean 4.462 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
28	The distribution of Q10_t is normal with mean 2.942 and standard deviation 1.21.	One-Sample Kolmogorov-Smirnov Test	.008	Reject the null hypothesis.
29	The distribution of Q10_u is normal with mean 3.885 and standard deviation 0.94.	One-Sample Kolmogorov-Smirnov Test	.028	Reject the null hypothesis.
30	The distribution of Q10_v is normal with mean 3.654 and standard deviation 1.22.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
31	The distribution of Q10_w is normal with mean 3.481 and standard deviation 1.04.	One-Sample Kolmogorov-Smirnov Test	.044	Reject the null hypothesis.
32	The distribution of Q10_x is normal with mean 2.865 and standard deviation 1.36.	One-Sample Kolmogorov-Smirnov Test	.086	Retain the null hypothesis.
33	The distribution of Q10_y is normal with mean 3.654 and standard deviation 0.95.	One-Sample Kolmogorov-Smirnov Test	.005	Reject the null hypothesis.
34	The distribution of Q10_z is normal with mean 3.462 and standard deviation 0.92.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
35	The distribution of Q10_aa is normal with mean 3.923 and standard deviation 1.01.	One-Sample Kolmogorov-Smirnov Test	.011	Reject the null hypothesis.
36	The distribution of Q10_ab is normal with mean 4.596 and standard deviation 0.63.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
37	The distribution of Q10_ac is normal with mean 4.442 and standard deviation 0.75.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
38	The distribution of Q10_ad is normal with mean 3.904 and standard deviation 1.07.	One-Sample Kolmogorov-Smirnov Test	.018	Reject the null hypothesis.
39	The distribution of Q10_ae is normal with mean 3.596 and standard deviation 0.87.	One-Sample Kolmogorov-Smirnov Test	.006	Reject the null hypothesis.
40	The distribution of Q10_af is normal with mean 3.615 and standard deviation 0.91.	One-Sample Kolmogorov-Smirnov Test	.019	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
41	The distribution of Q10_ag is normal with mean 3.923 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.019	Reject the null hypothesis.
42	The distribution of Q10_ah is normal with mean 3.942 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.024	Reject the null hypothesis.
43	The distribution of Q10_ai is normal with mean 3.827 and standard deviation 0.94.	One-Sample Kolmogorov-Smirnov Test	.023	Reject the null hypothesis.
44	The distribution of Q10_aj is normal with mean 3.288 and standard deviation 1.29.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
45	The distribution of Q10_ak is normal with mean 4.077 and standard deviation 0.76.	One-Sample Kolmogorov-Smirnov Test	.003	Reject the null hypothesis.
46	The distribution of Q10_al is normal with mean 2.827 and standard deviation 1.06.	One-Sample Kolmogorov-Smirnov Test	.032	Reject the null hypothesis.
47	The distribution of Q10_am is normal with mean 3.635 and standard deviation 0.95.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
48	The distribution of Q11_a is normal with mean 4.404 and standard deviation 0.75.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
49	The distribution of Q11_b is normal with mean 4.673 and standard deviation 0.51.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
50	The distribution of Q11_c is normal with mean 3.365 and standard deviation 1.17.	One-Sample Kolmogorov-Smirnov Test	.053	Retain the null hypothesis.
51	The distribution of Q11_d is normal with mean 4.346 and standard deviation 0.59.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
52	The distribution of Q11_e is normal with mean 2.173 and standard deviation 1.23.	One-Sample Kolmogorov-Smirnov Test	.001	Reject the null hypothesis.
53	The distribution of Q11_f is normal with mean 2.808 and standard deviation 1.14.	One-Sample Kolmogorov-Smirnov Test	.005	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
41	The distribution of Q10_ag is normal with mean 3.923 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.019	Reject the null hypothesis.
42	The distribution of Q10_ah is normal with mean 3.942 and standard deviation 0.98.	One-Sample Kolmogorov-Smirnov Test	.024	Reject the null hypothesis.
43	The distribution of Q10_ai is normal with mean 3.827 and standard deviation 0.94.	One-Sample Kolmogorov-Smirnov Test	.023	Reject the null hypothesis.
44	The distribution of Q10_aj is normal with mean 3.288 and standard deviation 1.29.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
45	The distribution of Q10_ak is normal with mean 4.077 and standard deviation 0.76.	One-Sample Kolmogorov-Smirnov Test	.003	Reject the null hypothesis.
46	The distribution of Q10_al is normal with mean 2.827 and standard deviation 1.06.	One-Sample Kolmogorov-Smirnov Test	.032	Reject the null hypothesis.
47	The distribution of Q10_am is normal with mean 3.635 and standard deviation 0.95.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
48	The distribution of Q11_a is normal with mean 4.404 and standard deviation 0.75.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
49	The distribution of Q11_b is normal with mean 4.673 and standard deviation 0.51.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
50	The distribution of Q11_c is normal with mean 3.365 and standard deviation 1.17.	One-Sample Kolmogorov-Smirnov Test	.053	Retain the null hypothesis.
51	The distribution of Q11_d is normal with mean 4.346 and standard deviation 0.59.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
52	The distribution of Q11_e is normal with mean 2.173 and standard deviation 1.23.	One-Sample Kolmogorov-Smirnov Test	.001	Reject the null hypothesis.
53	The distribution of Q11_f is normal with mean 2.808 and standard deviation 1.14.	One-Sample Kolmogorov-Smirnov Test	.005	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
54	The distribution of Q11_g is normal with mean 3.788 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
55	The distribution of ATT is normal with mean 3.192 and standard deviation 1.17.	One-Sample Kolmogorov-Smirnov Test	.035	Reject the null hypothesis.
56	The distribution of Q11_i is normal with mean 4.596 and standard deviation 0.60.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
57	The distribution of Q11_j is normal with mean 4.596 and standard deviation 0.63.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
58	The distribution of Q11_k is normal with mean 4.615 and standard deviation 0.57.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
59	The distribution of Q11_l is normal with mean 4.596 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
60	The distribution of Q11_m is normal with mean 4.115 and standard deviation 0.88.	One-Sample Kolmogorov-Smirnov Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 5.4** Component Matrix Second Stage-Group One  
**Rotated Component Matrix<sup>a</sup>**

Items	Component							
	1	2	3	4	5	6	7	8
Q9_a							.862	
Q9_b				.757				
Q9_c				.787				
Q9_d						.687		
Q9_e						.535		
Q9_f		.426						
Q9_g							.591	
Q9_h							.551	
Q10_a		.806						
Q10_b			.697					
Q10_c	.757							
Q10_d	.570							
Q10_e		.555						
Q10_f	.601							
Q10_g			.716					
Q10_h								.475
Q10_i				.504				
Q10_j								.794
Q10_k					.645			
Q10_l		.529						
Q10_m	.775							
Q10_n	.777							
Q10_o	.326	.592						
Q10_p		.651						
Q10_q		.680						
Q10_r	.541							
Q10_s		.754						
Q10_t						-.694		
Q10_u		.529						
Q10_v	.156	.191			.776			

**Appendix 5.5** Component Matrix Second Stage-Group Two  
**Rotated Component Matrix<sup>a</sup>**

Items	Component							
	1	2	3	4	5	6	7	8
Q10_w			.836					
Q10_x						.508		
Q10_y								.814
Q10_z							-.572	
Q10_aa								.552
Q10_ab		.728						
Q10_ac						.591		
Q10_ad		.794						
Q10_ae			.450					
Q10_af		.631						
Q10_ag			.647					
Q10_ah		.405						
Q10_ai				.795				
Q10 aj				.795				
Q10_ak		.761						
Q10_al					-.825			
Q10_am			.721					
Q11_a	.748							
Q11_b	.809							
Q11_c								
Q11_d	.691							
Q11_e							.884	
Q11_f								
Q11_g								
Q11_h					.849			
Q11_i	.805							
Q11_j	.925							
Q11_k	.955							
Q11_l	.803							
Q11_m						.627		

**Appendix 6.1** Results of Descriptive Analysis-Third Stage**Table S3-1** Self-Efficacy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Believe to have control of achievement	25	1	4	1	4	6	24	13	52	4	16	3.72	.93
Believe to experience improvement in the writing skills.	25	1	4	1	4	4	16	13	52	6	24	3.88	.97
Have a firm commitment to studying.	25	0	0	1	4	3	12	16	64	5	20	4.00	.70
Have high levels of innovation and skills to cope with problems.	25	0	0	5	20	5	20	8	32	7	28	3.68	1.10
Have difficulty in controlling study management.	25	0	0	3	12	6	24	13	52	3	12	3.64	.86

**Table S3-2** Self-Determination Skills

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Have an ability to take charge of learning.	25	0	0	0	0	3	12	13	52	9	36	4.24	.66
Have a responsibility to be self-directed.	25	0	0	0	0	3	12	17	68	5	20	4.08	.57
Have an ability to make choices based on personal interests.	25	0	0	0	0	6	24	14	56	5	20	3.96	.67
Have a responsibility to be goal-oriented.	25	0	0	1	4	3	12	10	40	11	44	4.24	.83
Have an ability to regulate one's actions.	25	0	0	1	4	10	40	9	36	5	20	3.72	.84

**Table S3-3** Goal Orientation

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Focus on mastering the subjects.	25	0	0	0	0	2	8	17	68	6	24	4.16	.55
Focus on examination results.	25	4	16	8	32	8	32	3	12	2	8	2.64	1.15
Make greater efforts to improve his/her understanding of certain subjects.	25	0	0	3	12	4	16	11	44	7	28	3.88	.97
Set the best performance standards.	25	0	0	2	8	3	12	11	44	9	36	4.08	.90
Appreciate feedback or judgement from others.	25	0	0	0	0	0	0	9	36	16	64	4.64	.49

**Table S3-4** Attributional Styles

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Attribute failure to examination correctors/markers.	25	6	24	11	44	5	20	2	8	1	4	2.24	1.05
Attribute achievement to studying hard.	25	0	0	0	0	0	0	7	28	18	72	4.72	.45
Attribute achievement to not studying from the Writing 3 course material.	25	2	8	1	4	8	32	9	36	5	20	3.56	1.12
Attribute achievement to personal efforts to cope with learning barriers.	25	2	8	3	12	2	8	14	56	4	16	3.60	1.15
Attribute achievement to the burden of family/employment responsibilities.	25	2	8	3	12	8	32	9	36	3	12	3.32	1.10

**Table S3-5** Autonomy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Use the most suitable learning strategy.	25	1	4	3	12	2	8	14	56	5	20	3.76	1.05
Have responsibility for learning on their own.	25	0	0	1	4	5	20	11	44	8	32	4.04	.84
Have an awareness of understanding the learning objectives.	25	2	8	2	8	8	32	9	36	4	16	3.44	1.12
Have a responsibility for doing self-assignment.	25	0	0	0	0	5	20	15	60	5	20	4.00	.64
Have an ability to do a self-diagnosis.	25	1	4	1	4	5	20	14	56	4	16	3.76	.92

**Table S3-6** Self-Regulated Learning

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Formulate a study plan.	25	0	0	0	0	3	12	15	60	7	28	4.16	.62
Assess the study plan.	25	0	0	0	0	8	32	14	56	3	12	3.80	.64
Implement a study plan.	25	0	0	0	0	8	32	11	44	6	24	3.92	.75
Create good learning environment.	25	1	4	2	8	5	20	11	44	6	24	3.76	1.05
Have self-seeking initiatives to pursue their goals.	25	0	0	1	4	2	8	15	60	7	28	4.12	.72



**Table S3-7** Learning Styles for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Employ techniques for doing things with clear practical advantages.	25	4	16	9	36	6	24	6	24	0	0	2.56	1.04
Organise information using visual objects, including mind and concept maps.	25	1	4	3	12	5	20	13	52	3	12	3.56	1.00
Have the curiosity to explore more information.	25	1	4	2	8	2	8	13	52	7	28	3.92	1.03
Visualise information.	25	0	0	0	0	6	24	15	60	4	16	3.92	.64
Feel more comfortable absorbing verbal information.	25	1	4	2	8	10	40	8	32	4	16	3.48	1.00

**Table S3-8** Learning Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Seek an opportunity to practice and master writing skills.	25	0	0	0	0	6	24	13	52	6	24	4.00	.70
Identify words to use in a composition.	25	2	8	3	12	11	44	7	28	2	8	3.16	1.02
Make drafts in English.	25	1	4	2	8	6	24	12	48	4	16	3.64	.99
Make a draft of a composition in Indonesian prior to writing the English composition.	25	1	4	7	28	6	24	9	36	2	8	3.16	1.06
Rephrase unknown words when writing.	25	0	0	0	0	2	8	14	56	9	36	4.28	.61

**Table S3-9** Cognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Identify subjects for repetition.	25	0	0	2	8	10	40	10	40	3	12	3.56	.82
Write a summary for each learning activity.	25	0	0	2	8	8	32	12	48	3	12	3.64	.81
Organise new vocabulary items to recall them easily.	25	0	0	0	0	0	0	14	56	3	12	3.80	.64
Rehearse new knowledge in order to learn more successfully.	25	1	4	1	4	9	36	9	36	5	20	3.64	.99
Duplicate patterns of sentences to improve learning.	25	0	0	1	4	8	32	11	44	5	20	3.80	.81

**Table S3-10** Metacognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Set a target to achieve in order to improve learning.	25	0	0	1	4	6	24	10	40	8	32	4.00	.86
Follow the course guidelines.	25	1	4	2	8	8	32	10	40	4	16	3.56	1.00
Do self-assessment to identify subjects they are still weak at.	25	0	0	1	4	6	24	11	44	7	28	3.96	.84
Return to the completed work to make necessary revision.	25	0	0	0	0	2	8	12	48	11	44	4.36	.63
Evaluate the strategy used and determine the strengths and weaknesses of the strategy.	25	0	0	2	8	5	20	15	60	3	12	3.76	.77

**Table S3-11** Locus of Control

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Take responsibility for learning.	25	1	4	2	8	7	28	12	48	3	12	3.56	.96
Work hard to achieve goals.	25	0	0	4	16	10	40	7	28	4	16	3.44	.96
Have positive thoughts that the grades were indicative of their writing skills.	25	0	0	0	0	2	8	12	48	11	44	4.36	.63
Take responsibility for their achievement.	25	0	0	0	0	1	4	10	40	14	56	4.52	.58
Feel pessimistic about improving writing skills.	25	8	32	11	44	2	8	1	4	3	12	2.20	1.29

**Table S3-12** Feedback

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Appreciate feedback from a lecturer/online tutor.	25	0	0	0	0	1	4	9	36	15	60	4.56	.58
Feedback improves motivation.	25	0	0	1	4	2	8	11	44	11	44	4.28	.79
Feedback serves to inform the quality of the writing.	25	0	0	0	0	1	4	10	40	14	56	4.52	.58
Feedback given by a lecturer/online tutor may improve the students' writing skills.	25	0	0	0	0	0	0	8	32	17	68	4.68	.47
Prefer to have formative feedback.	25	0	0	1	4	2	8	12	48	10	40	4.24	.77

**Appendix 6.2** Results of Correlation Analysis-Third Stage**Table S3-13** Preparation for Learning/Study Management/Experience and Achievement

			Grade
Spearman's rho	Purchasing course material	Correlation Coefficient	.239
		Sig. (2-tailed)	.251
		N	25
	Study time allocation	Correlation Coefficient	.309
		Sig. (2-tailed)	.132
		N	25
	Previous experience of taking the Writing 3 examination	Correlation Coefficient	-.291
		Sig. (2-tailed)	.159
		N	25

**Table S3-14** Self-Efficacy and Achievement

Items		Grade
Believe to have control of achievement.	Pearson Correlation	-.632**
	Sig. (2-tailed)	.001
	N	25
Believe to experience improvement in the writing skills.	Pearson Correlation	-.134
	Sig. (2-tailed)	.524
	N	25
Have a firm commitment to studying.	Pearson Correlation	-.357
	Sig. (2-tailed)	.080
	N	25
Have high levels of innovation and skills to cope with problems.	Pearson Correlation	-.411*
	Sig. (2-tailed)	.041
	N	25
Have difficulty to control of the study management.	Pearson Correlation	.241
	Sig. (2-tailed)	.246
	N	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table S3-15** Self-Determination Skills and Achievement

Items		Grade
Have an ability to take charge of learning.	Pearson Correlation	-.424*
	Sig. (2-tailed)	.035
	N	25
Have a responsibility to be self-directed.	Pearson Correlation	-.417*
	Sig. (2-tailed)	.038
	N	25
Have an ability to make choices based on personal interests.	Pearson Correlation	-.171
	Sig. (2-tailed)	.414
	N	25
Have a responsibility to be goal-oriented.	Pearson Correlation	-.426*
	Sig. (2-tailed)	.034
	N	25
Have an ability to regulate one's actions.	Pearson Correlation	-.188
	Sig. (2-tailed)	.367
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S3-16** Goal Orientation and Achievement

Items		Grade
Focus on mastering the subjects.	Pearson Correlation	-.339
	Sig. (2-tailed)	.098
	N	25
Focus on examination results.	Pearson Correlation	.226
	Sig. (2-tailed)	.278
	N	25
Make greater efforts to improve his/her understanding of certain subjects.	Pearson Correlation	-.468*
	Sig. (2-tailed)	.018
	N	25
Set the best performance standards.	Pearson Correlation	-.500*
	Sig. (2-tailed)	.011
	N	25
Appreciate feedback or judgement from others.	Pearson Correlation	-.133
	Sig. (2-tailed)	.528
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S3-17** Attributional Styles and Achievement

Items		Grade
Attribute failure to examination correctors/markers.	Pearson Correlation	.247
	Sig. (2-tailed)	.234
	N	25
Attribute achievement to studying hard.	Pearson Correlation	-.189
	Sig. (2-tailed)	.366
	N	25
Attribute achievement to not studying from the Writing 3 course material.	Pearson Correlation	.219
	Sig. (2-tailed)	.293
	N	25
Attribute achievement to personal efforts to cope with learning barriers.	Pearson Correlation	-.187
	Sig. (2-tailed)	.369
	N	25
Attribute achievement to the burden of family/employment responsibilities.	Pearson Correlation	-.534**
	Sig. (2-tailed)	.006
	N	25

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S3-18** Autonomy and Achievement

Items		Grade
Use the most suitable learning strategy.	Pearson Correlation	.027
	Sig. (2-tailed)	.896
	N	25
Have responsibility for learning on their own.	Pearson Correlation	-.464*
	Sig. (2-tailed)	.020
	N	25
Have an awareness of understanding the learning objectives.	Pearson Correlation	.006
	Sig. (2-tailed)	.976
	N	25
Have a responsibility for doing self-assignment.	Pearson Correlation	-.280
	Sig. (2-tailed)	.176
	N	25
Have an ability to do a self-diagnosis.	Pearson Correlation	-.203
	Sig. (2-tailed)	.331
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S3-19** Self-Regulated Learning and Achievement

Items		Grade
Formulate a study plan.	Pearson Correlation	-.416*
	Sig. (2-tailed)	.039
	N	25
Assess the study plan.	Pearson Correlation	-.224
	Sig. (2-tailed)	.283
	N	25
Implement a study plan.	Pearson Correlation	.029
	Sig. (2-tailed)	.892
	N	25
Create good learning environment.	Pearson Correlation	.233
	Sig. (2-tailed)	.262
	N	25
Have self-seeking initiatives to pursue their goals.	Pearson Correlation	-.467*
	Sig. (2-tailed)	.018
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S3-20** Learning Styles for Writing and Achievement

Items		Grade
Employ techniques for doing things with clear practical advantages.	Pearson Correlation	.200
	Sig. (2-tailed)	.337
	N	25
Organise information using visual objects, including mind and concept maps.	Pearson Correlation	.065
	Sig. (2-tailed)	.759
	N	25
Have the curiosity to explore more information.	Pearson Correlation	.160
	Sig. (2-tailed)	.445
	N	25
Visualise information.	Pearson Correlation	.034
	Sig. (2-tailed)	.873
	N	25
Feel more comfortable absorbing verbal information.	Pearson Correlation	-.022
	Sig. (2-tailed)	.919
	N	25

**Table S3-21** Learning Strategies for Writing and Achievement

Items		Grade
Seek an opportunity to practice and master writing skills.	Pearson Correlation	-.408*
	Sig. (2-tailed)	.043
	N	25
Identify words to use in a composition.	Pearson Correlation	.133
	Sig. (2-tailed)	.525
	N	25
Make drafts in English.	Pearson Correlation	.007
	Sig. (2-tailed)	.973
	N	25
Make a draft of a composition in Indonesian prior to writing the English composition.	Pearson Correlation	.534**
	Sig. (2-tailed)	.006
	N	25
Rephrase unknown words when writing.	Pearson Correlation	-.153
	Sig. (2-tailed)	.466
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table S3-22** Cognitive Strategies for Writing and Achievement

Items		Grade
Identify subjects for repetition.	Pearson Correlation	-.229
	Sig. (2-tailed)	.272
	N	25
Write a summary for each learning activity.	Pearson Correlation	-.303
	Sig. (2-tailed)	.141
	N	25
Organise new vocabulary items to recall them easily.	Pearson Correlation	-.168
	Sig. (2-tailed)	.423
	N	25
Rehearse new knowledge in order to learn more successfully.	Pearson Correlation	-.283
	Sig. (2-tailed)	.171
	N	25
Duplicate patterns of sentences to improve learning.	Pearson Correlation	-.177
	Sig. (2-tailed)	.398
	N	25

**Table S3-23** Metacognitive Strategies for Writing and Achievement

Items		Grade
Set a target to achieve in order to improve learning.	Pearson Correlation	-.333
	Sig. (2-tailed)	.103
	N	25
Follow the course guidelines.	Pearson Correlation	.101
	Sig. (2-tailed)	.632
	N	25
Do self-assessment to identify subjects that are still weak at.	Pearson Correlation	-.179
	Sig. (2-tailed)	.404
	N	24
Return to the completed work to make necessary revision.	Pearson Correlation	-.464*
	Sig. (2-tailed)	.019
	N	25
Evaluate the strategy used and determine the strengths and weaknesses of the strategy.	Pearson Correlation	-.287
	Sig. (2-tailed)	.164
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S3-24** Locus of Control and Achievement

Items		Grade
Take responsibility for learning.	Pearson Correlation	-.008
	Sig. (2-tailed)	.972
	N	25
Work hard to achieve goals.	Pearson Correlation	-.180
	Sig. (2-tailed)	.389
	N	25
Have positive thoughts that the grades were indicative of their writing skills.	Pearson Correlation	-.351
	Sig. (2-tailed)	.086
	N	25
Take responsibility for the achievement.	Pearson Correlation	-.271
	Sig. (2-tailed)	.190
	N	25
Feel pessimistic about improving writing skills.	Pearson Correlation	.335
	Sig. (2-tailed)	.101
	N	25



**Table S3-25** Feedback and Achievement

Items		Grade
Appreciate feedback from a lecturer/online tutor.	Pearson Correlation	-.136
	Sig. (2-tailed)	.516
	N	25
Feedback improves motivation.	Pearson Correlation	-.164
	Sig. (2-tailed)	.433
	N	25
Feedback serves to inform the quality of the writing.	Pearson Correlation	-.148
	Sig. (2-tailed)	.481
	N	25
Feedback given by a lecturer/online tutor may improve the students' writing skills.	Pearson Correlation	.106
	Sig. (2-tailed)	.614
	N	25
Prefer to have formative feedback.	Pearson Correlation	-.176
	Sig. (2-tailed)	.400
	N	25

### Appendix 6.3 Results of Test of Normality-Third Stage

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Q8_a is normal with mean 4.160 and standard deviation 0.62.	One-Sample Kolmogorov-Smirnov Test	.012	Reject the null hypothesis.
2	The distribution of Q8_b is normal with mean 3.800 and standard deviation 0.65.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
3	The distribution of Q8_c is normal with mean 4.000 and standard deviation 0.87.	One-Sample Kolmogorov-Smirnov Test	.178	Retain the null hypothesis.
4	The distribution of Q8_d is normal with mean 3.560 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.044	Reject the null hypothesis.
5	The distribution of Q8_e is normal with mean 4.240 and standard deviation 0.66.	One-Sample Kolmogorov-Smirnov Test	.038	Reject the null hypothesis.
6	The distribution of Q8_f is normal with mean 3.760 and standard deviation 1.05.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
7	The distribution of Q8_g is normal with mean 3.760 and standard deviation 1.05.	One-Sample Kolmogorov-Smirnov Test	.052	Retain the null hypothesis.
8	The distribution of Q8_h is normal with mean 3.880 and standard deviation 0.97.	One-Sample Kolmogorov-Smirnov Test	.017	Reject the null hypothesis.
9	The distribution of Q8_i is normal with mean 4.000 and standard deviation 0.71.	One-Sample Kolmogorov-Smirnov Test	.006	Reject the null hypothesis.
10	The distribution of Q8_j is normal with mean 4.040 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.110	Retain the null hypothesis.
11	The distribution of Q8_k is normal with mean 3.680 and standard deviation 1.11.	One-Sample Kolmogorov-Smirnov Test	.204	Retain the null hypothesis.
12	The distribution of Q8_l is normal with mean 3.720 and standard deviation 0.94.	One-Sample Kolmogorov-Smirnov Test	.024	Reject the null hypothesis.
13	The distribution of Q8_m is normal with mean 4.080 and standard deviation 0.57.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
14	The distribution of Q8_n is normal with mean 3.960 and standard deviation 0.68.	One-Sample Kolmogorov-Smirnov Test	.036	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of Q8_o is normal with mean 3.720 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.103	Retain the null hypothesis.
16	The distribution of Q8_p is normal with mean 3.440 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.122	Retain the null hypothesis.
17	The distribution of Q8_q is normal with mean 4.280 and standard deviation 0.79.	One-Sample Kolmogorov-Smirnov Test	.071	Retain the null hypothesis.
18	The distribution of Q8_r is normal with mean 3.920 and standard deviation 0.76.	One-Sample Kolmogorov-Smirnov Test	.170	Retain the null hypothesis.
19	The distribution of Q8_s is normal with mean 4.160 and standard deviation 0.55.	One-Sample Kolmogorov-Smirnov Test	.002	Reject the null hypothesis.
20	The distribution of Q8_t is normal with mean 3.560 and standard deviation 1.00.	One-Sample Kolmogorov-Smirnov Test	.144	Retain the null hypothesis.
21	The distribution of Q8_u is normal with mean 3.440 and standard deviation 1.12.	One-Sample Kolmogorov-Smirnov Test	.214	Retain the null hypothesis.
22	The distribution of Q8_v is normal with mean 2.640 and standard deviation 1.15.	One-Sample Kolmogorov-Smirnov Test	.321	Retain the null hypothesis.
23	The distribution of Q8_w is normal with mean 3.560 and standard deviation 0.82.	One-Sample Kolmogorov-Smirnov Test	.134	Retain the null hypothesis.
24	The distribution of Q8_x is normal with mean 3.640 and standard deviation 0.86.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
25	The distribution of Q8_y is normal with mean 3.880 and standard deviation 0.97.	One-Sample Kolmogorov-Smirnov Test	.053	Retain the null hypothesis.
26	The distribution of Q8_z is normal with mean 4.120 and standard deviation 0.73.	One-Sample Kolmogorov-Smirnov Test	.014	Reject the null hypothesis.
27	The distribution of Q9_a is normal with mean 3.640 and standard deviation 0.81.	One-Sample Kolmogorov-Smirnov Test	.050	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
28	The distribution of Q9_b is normal with mean 3.640 and standard deviation 0.99.	One-Sample Kolmogorov-Smirnov Test	.263	Retain the null hypothesis.
29	The distribution of Q9_c is normal with mean 3.800 and standard deviation 0.82.	One-Sample Kolmogorov-Smirnov Test	.121	Retain the null hypothesis.
30	The distribution of Q9_d is normal with mean 3.760 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.006	Reject the null hypothesis.
31	The distribution of Q9_e is normal with mean 3.960 and standard deviation 0.84.	One-Sample Kolmogorov-Smirnov Test	.115	Retain the null hypothesis.
32	The distribution of Q9_f is normal with mean 2.560 and standard deviation 1.04.	One-Sample Kolmogorov-Smirnov Test	.162	Retain the null hypothesis.
33	The distribution of Q9_g is normal with mean 4.000 and standard deviation 0.65.	One-Sample Kolmogorov-Smirnov Test	.022	Reject the null hypothesis.
34	The distribution of Q9_h is normal with mean 4.080 and standard deviation 0.91.	One-Sample Kolmogorov-Smirnov Test	.060	Retain the null hypothesis.
35	The distribution of Q9_i is normal with mean 3.480 and standard deviation 1.00.	One-Sample Kolmogorov-Smirnov Test	.252	Retain the null hypothesis.
36	The distribution of Q9_j is normal with mean 3.800 and standard deviation 0.65.	One-Sample Kolmogorov-Smirnov Test	.021	Reject the null hypothesis.
37	The distribution of Q9_k is normal with mean 4.000 and standard deviation 0.71.	One-Sample Kolmogorov-Smirnov Test	.068	Retain the null hypothesis.
38	The distribution of Q9_l is normal with mean 3.920 and standard deviation 0.64.	One-Sample Kolmogorov-Smirnov Test	.017	Reject the null hypothesis.
39	The distribution of Q9_m is normal with mean 3.560 and standard deviation 1.00.	One-Sample Kolmogorov-Smirnov Test	.017	Reject the null hypothesis.
40	The distribution of Q9_n is normal with mean 3.160 and standard deviation 1.03.	One-Sample Kolmogorov-Smirnov Test	.117	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
41	The distribution of Q9_o is normal with mean 3.920 and standard deviation 1.04.	One-Sample Kolmogorov-Smirnov Test	.008	Reject the null hypothesis.
42	The distribution of Q9_p is normal with mean 4.280 and standard deviation 0.61.	One-Sample Kolmogorov-Smirnov Test	.014	Reject the null hypothesis.
43	The distribution of Q9_q is normal with mean 3.640 and standard deviation 0.99.	One-Sample Kolmogorov-Smirnov Test	.038	Reject the null hypothesis.
44	The distribution of Q9_r is normal with mean 3.160 and standard deviation 1.07.	One-Sample Kolmogorov-Smirnov Test	.162	Retain the null hypothesis.
45	The distribution of Q9_s is normal with mean 3.760 and standard deviation 0.93.	One-Sample Kolmogorov-Smirnov Test	.011	Reject the null hypothesis.
46	The distribution of Q9_t is normal with mean 4.360 and standard deviation 0.64.	One-Sample Kolmogorov-Smirnov Test	.037	Reject the null hypothesis.
47	The distribution of Q9_u is normal with mean 4.640 and standard deviation 0.49.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
48	The distribution of Q9_v is normal with mean 4.240 and standard deviation 0.78.	One-Sample Kolmogorov-Smirnov Test	.070	Retain the null hypothesis.
49	The distribution of Q9_w is normal with mean 4.520 and standard deviation 0.59.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
50	The distribution of Q9_x is normal with mean 4.680 and standard deviation 0.48.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.
51	The distribution of Q9_y is normal with mean 4.560 and standard deviation 0.58.	One-Sample Kolmogorov-Smirnov Test	.002	Reject the null hypothesis.
52	The distribution of Q9_z is normal with mean 4.240 and standard deviation 0.83.	One-Sample Kolmogorov-Smirnov Test	.068	Retain the null hypothesis.
53	The distribution of Q10_a is normal with mean 4.720 and standard deviation 0.46.	One-Sample Kolmogorov-Smirnov Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
54	The distribution of Q10_b is normal with mean 4.520 and standard deviation 0.59.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
55	The distribution of Q10_c is normal with mean 2.440 and standard deviation 1.12.	One-Sample Kolmogorov-Smirnov Test	.208	Retain the null hypothesis.
56	The distribution of Q10_d is normal with mean 3.600 and standard deviation 1.15.	One-Sample Kolmogorov-Smirnov Test	.004	Reject the null hypothesis.
57	The distribution of 10E is normal with mean 3.320 and standard deviation 1.11.	One-Sample Kolmogorov-Smirnov Test	.218	Retain the null hypothesis.
58	The distribution of Q10_f is normal with mean 2.240 and standard deviation 1.05.	One-Sample Kolmogorov-Smirnov Test	.052	Retain the null hypothesis.
59	The distribution of Q10_g is normal with mean 4.360 and standard deviation 0.64.	One-Sample Kolmogorov-Smirnov Test	.037	Reject the null hypothesis.
60	The distribution of Q10_h is normal with mean 2.200 and standard deviation 1.29.	One-Sample Kolmogorov-Smirnov Test	.011	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 6.4** Rotated Component Matrix Third Stage-Group Three  
**Rotated Component Matrix<sup>a</sup>**

Items	Component					
	1	2	3	4	5	6
Q8_a	.730					
Q8_b	.581					
Q8_c	.740					
Q8_d		.865				
Q8_e				.916		
Q8_f		.863				
Q8_g		.820				
Q8_h		.765				
Q8_i	.863					
Q8_j	.751					
Q8_k						-.918
Q8_l	.718					
Q8_m				.680		
Q8_n					.773	
Q8_o			.745			
Q8_p			.841			
Q8_q			.683			
Q8_r				.491		
Q8_s	.663					
Q8_t		.878				

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

**Appendix 6.5** Rotated Component Matrix Third Stage-Group Three**Rotated Component Matrix<sup>a</sup>**

Items	Component					
	1	2	3	4	5	6
Q8_u		.661				
Q8_v				.913		
Q8_w	.768					
Q8_x	.840					
Q8_y	.590					
Q8_z					.830	
Q9_a		.642				
Q9_b			.866			
Q9_c						-.474
Q9_d	.657					
Q9_e	.827					
Q9_f						-.809
Q9_g		.520				
Q9_h	.603					
Q9_i				.785		
Q9_j	.798					
Q9_k	.736					
Q9_l		.849				
Q9_m			.825			
Q9_n			.758			



**Appendix 6.6** Rotated Component Matrix Third Stage-Group Three**Rotated Component Matrix<sup>a</sup>**

Items	Component				
	1	2	3	4	5
Q9_o		.777			
Q9_p			.540		
Q9_q		.823			
Q9_r		.509			
Q9_s		.787			
Q9_t			.639		
Q9_u	.593				
Q9_v	.539				
Q9_w	.876				
Q9_x	.934				
Q9_y	.896				
Q9_z			.660		
Q10_a	.794				
Q10_b	.654				
Q10_c					.773
Q10_d					.819
10E				-.756	
Q10_f				.763	
Q10_g			.523		
Q10_h			-.617		

**Appendix 7.1** Results of Descriptive Analysis-Stage 4**Table S4-1** Self-Efficacy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Believe to have control of achievement.	16	0	0	2	12.5	5	31.3	5	31.3	4	25.0	3.69	1.01
Believe to experience improvement in writing skills.	16	0	0	1	6.3	1	6.3	12	75.0	2	12.5	3.94	.680
Have a firm commitment to studying.	16	0	0	2	12.5	4	25.0	4	25.0	6	37.5	3.88	1.09
Have high levels of innovation and skills to cope with problems.	16	0	0	0	0	6	37.5	6	37.5	4	25.0	3.88	.80
Have difficulty in controlling study management.	16	0	0	2	12.5	3	18.8	6	37.5	5	31.3	3.88	1.02

**Table S4-2** Self-Determination Skills

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Have an ability to take charge of learning.	16	0	0	2	12.5	1	6.3	10	62.5	3	18.8	3.88	.88
Have a responsibility to be self-directed.	16	0	0	0	0	2	12.5	10	62.5	4	25.0	4.13	.62
Have an ability to make choices based on personal interests.	16	0	0	0	0	4	25.0	8	50.0	4	25.0	4.00	.73
Have a responsibility to be goal-oriented.	16	0	0	0	0	3	18.8	5	31.3	8	50.0	4.31	.79
Have an ability to regulate one's actions.	16	0	0	3	18.8	2	12.5	7	43.8	4	25.0	3.75	1.06

**Table S4-3** Goal Orientation

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Focus on mastering the subjects.	16	0	0	0	0	2	12.5	8	50.0	6	37.5	4.25	.68
Focus on examination results.	16	2	12.5	6	37.5	5	31.3	1	6.3	2	12.5	2.69	1.19
Make greater efforts to improve their understanding of certain subjects.	16	0	0	0	0	3	18.8	7	43.8	6	37.5	4.19	.75
Set the best performance standards.	16	0	0	0	0	3	18.8	8	50.0	5	31.3	4.13	.72
Appreciate feedback or judgement from others.	16	0	0	0	0	0	0	6	37.5	10	62.5	4.63	.50

**Table S4-4** Attributional Styles

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Attribute failure to examination correctors/markers.	16	4	25.0	7	43.8	4	25.0	0	0	1	6.3	2.19	1.05
Attribute achievement to studying hard.	16	0	0	0	0	0	0	6	37.5	10	62.5	4.63	.50
Attribute achievement to not studying from the Writing 4 course material.	16	3	18.8	4	25.0	8	50.0	1	6.3	0	0	2.44	.89
Attribute achievement to personal efforts to cope with learning barriers.	16	0	0	2	12.5	5	31.3	7	43.8	2	12.5	3.56	.89
Attribute achievement to the burden of family/employment responsibilities	16	3	18.8	4	25.0	3	18.8	6	37.5	0	0	2.75	1.18

**Table S4-5** Autonomy

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Use the most suitable learning strategy.	16	0	0	0	0	2	12.5	12	75.0	2	12.5	4.00	.52
Have responsibility for learning on their own.	16	0	0	0	0	2	12.5	9	56.3	5	31.3	4.19	.65
Have an awareness of understanding the learning objectives.	16	1	6.3	4	25.0	2	12.5	6	37.5	3	18.8	3.38	1.26
Have a responsibility for doing self-assignments.	16	0	0	1	6.3	1	6.3	10	62.5	4	25.0	4.06	.77
Have an ability to do a self-diagnosis.	16	0	0	0	0	3	18.8	9	56.3	4	25.0	4.06	.68

**Table S4-6** Self-Regulated Learning

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Formulate a study plan.	16	0	0	1	6.3	2	12.5	10	62.5	3	18.8	3.94	.77
Assess the study plan.	16	0	0	5	31.3	3	18.8	7	43.8	1	6.3	3.25	1.00
Implement a study plan.	16	0	0	1	6.3	6	37.5	5	31.3	4	25.0	3.75	.93
Create a good learning environment.	16	0	0	1	6.3	5	31.3	7	43.8	3	18.8	3.75	.86
Have self-seeking initiatives to pursue their goals.	16	0	0	0	0	3	18.8	8	50.0	5	31.3	4.13	.72

**Table S4-7** Learning Styles for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Employ techniques for doing things with clear practical advantages.	16	3	18.8	5	31.3	0	0	7	43.8	1	6.3	2.88	1.36
Organise information using visual objects, including mind and concept maps.	16	0	0	1	6.3	2	12.5	9	56.3	4	25.0	4.00	.82

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Have curiosity to explore more information.	16	0	0	0	0	1	6.3	12	75.0	3	18.8	4.13	.50
Visualise information.	16	0	0	2	12.5	5	31.3	6	37.5	3	18.8	3.63	.96
Feel more comfortable absorbing verbal information.	16	0	0	1	6.3	3	18.8	8	50.0	4	25.0	3.94	.85

**Table S4-8** Learning Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Seek an opportunity to practice and master writing skills.	16	0	0	1	6.3	3	18.8	8	50.0	4	25.0	3.94	.85
Identify words to use in a composition.	16	0	0	5	31.3	6	37.5	3	18.8	2	12.5	3.13	1.02
Make drafts in English.	16	0	0	3	18.8	5	31.3	3	18.8	5	31.3	3.63	1.15
Make a draft of a composition in Indonesian prior to writing the English composition.	16	0	0	3	18.8	5	31.3	6	37.5	2	12.5	3.44	.96
Rephrase unknown words when writing.	16	0	0	0	0	1	6.3	9	56.3	6	37.5	4.31	.60

**Table S4-9** Cognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Identify subjects for repetition.	16	0	0	2	12.5	5	31.3	6	37.5	3	18.8	3.63	.96
Write a summary for each learning activity.	16	0	0	2	12.5	5	31.3	6	37.5	3	18.8	3.63	.96
Organise new vocabulary items to recall them easily.	16	0	0	0	0	5	31.3	9	56.3	2	12.5	3.81	.65
Rehearse new knowledge in order to learn more successfully.	16	0	0	1	6.3	7	43.8	5	31.3	3	18.8	3.63	.88
Duplicate patterns of sentences to improve learning.	16	0	0	0	0	6	37.5	6	37.5	4	25.0	3.88	.80

**Table S4-10** Metacognitive Strategies for Writing

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Set a target to achieve in order to improve learning.	16	0	0	3	18.8	2	12.5	5	31.3	6	37.5	3.88	1.15
Follow the course guidelines.	16	0	0	4	25.0	2	12.5	5	31.3	5	31.3	3.69	1.19
Do self-assessment to identify subjects they are still weak at.	16	0	0	1	6.3	3	18.8	8	50.0	4	25.0	3.94	.85
Return to the completed work to make necessary revisions.	16	0	0	0	0	0	0	8	50.0	8	50.0	4.50	.52
Evaluate the strategy used and determine the strengths and weaknesses of the strategy.	16	0	0	2	12.5	2	12.5	9	56.3	3	18.8	3.81	.91

**Table S4-11** Locus of Control

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Take responsibility for learning.	16	0	0	3	18.8	6	37.5	6	37.5	1	6.3	3.31	.87
Work hard to achieve goals.	16	0	0	1	6.3	5	31.3	8	50.0	2	12.5	3.69	.79
Have positive thoughts about the grades represented the skills.	16	0	0	0	0	1	6.3	10	62.5	5	31.3	4.25	.58
Take responsibility for their achievement.	16	0	0	0	0	1	6.3	5	31.3	10	62.5	4.56	.63
Feel pessimistic about improving writing skills.	16	5	31.3	7	43.8	3	18.8	0	0	1	6.3	2.06	1.06

**Table S4-12** Feedback

Items	N	Response Frequency and Percentage										M	SD
		1	%	2	%	3	%	4	%	5	%		
Appreciate feedback from a lecturer/online tutor.	16	0	0	0	0	0	0	4	25.0	12	75.0	4.75	.45
Feedback improves motivation.	16	0	0	0	0	1	6.3	7	43.8	8	50.0	4.44	.63
Feedback serves to inform the quality of the writing.	16	0	0	0	0	0	0	4	25.0	12	75.0	4.75	.45
Feedback given by a lecturer/online tutor may improve the students' writing skills.	16	0	0	0	0	0	0	4	25.0	12	75.0	4.75	.45
Prefer to have formative feedback.	16	0	0	1	6.3	1	6.3	6	37.5	8	50.0	4.31	.87

**Appendix 7.2** Results of Correlation Analysis-Final Stage**Table S4-13** Preparation for Learning/Study Management/Experience and Achievement

			Grade
Spearman's rho	Purchase the Writing 4 course material.	Correlation	-.219
		Coefficient	
		Sig. (2-tailed)	.414
		N	16
	Retaking the Writing 4 course.	Correlation	-.022
		Coefficient	
		Sig. (2-tailed)	.936
		N	16
	Study hours per week	Correlation	.037
		Coefficient	
		Sig. (2-tailed)	.891
		N	16

**Table S4-14** Self-Efficacy and Achievement

Items		Grade
Believe to have control of achievement.	Pearson Correlation	-.367
	Sig. (2-tailed)	.162
	N	16
Believe to experience improvement in writing skills.	Pearson Correlation	-.135
	Sig. (2-tailed)	.618
	N	16
Have a firm commitment to studying.	Pearson Correlation	-.010
	Sig. (2-tailed)	.971
	N	16
Have high levels of innovation and skills to cope with problems.	Pearson Correlation	-.121
	Sig. (2-tailed)	.657
	N	16
Have difficulty in controlling study management.	Pearson Correlation	.242
	Sig. (2-tailed)	.366
	N	16



**Table S4-15** Self-Determination Skills and Achievement

Items		Grade
Have an ability to take charge of learning.	Pearson Correlation	-.012
	Sig. (2-tailed)	.964
	N	16
Have a responsibility to be self-directed.	Pearson Correlation	-.122
	Sig. (2-tailed)	.652
	N	16
Have an ability to make choices based on personal interests.	Pearson Correlation	-.118
	Sig. (2-tailed)	.663
	N	16
Have a responsibility to be goal-oriented.	Pearson Correlation	-.293
	Sig. (2-tailed)	.271
	N	16
Have an ability to regulate one's actions.	Pearson Correlation	-.264
	Sig. (2-tailed)	.324
	N	16

**Table S4-16** Goal Orientation and Achievement

Items		Grade
Focus on mastering the subjects.	Pearson Correlation	-.221
	Sig. (2-tailed)	.410
	N	16
Focus on examination results.	Pearson Correlation	.555*
	Sig. (2-tailed)	.026
	N	16
Make greater efforts to improve his/her understanding of certain subjects.	Pearson Correlation	-.094
	Sig. (2-tailed)	.730
	N	16
Set the best performance standards.	Pearson Correlation	.255
	Sig. (2-tailed)	.340
	N	16
Appreciate feedback or judgement from others.	Pearson Correlation	.108
	Sig. (2-tailed)	.691
	N	16

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table S4-17** Attributional Styles and Achievement

Items		Grade
Attribute failure to examination correctors/markers.	Pearson Correlation	.098
	Sig. (2-tailed)	.718
	N	16
Attribute achievement to studying hard.	Pearson Correlation	.108
	Sig. (2-tailed)	.691
	N	16
Attribute achievement to not studying from the Writing 4 course material.	Pearson Correlation	.042
	Sig. (2-tailed)	.876
	N	16
Attribute achievement to personal efforts to cope with learning barriers.	Pearson Correlation	-.139
	Sig. (2-tailed)	.607
	N	16
Attribute achievement to the burden of family/employment responsibilities.	Pearson Correlation	-.675**
	Sig. (2-tailed)	.004
	N	16

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table S4-18** Autonomy and Achievement

Items		Grade
Use the most suitable learning strategy.	Pearson Correlation	-.167
	Sig. (2-tailed)	.536
	N	16
Have responsibility for learning on their own.	Pearson Correlation	-.239
	Sig. (2-tailed)	.373
	N	16
Have an awareness of understanding the learning objectives.	Pearson Correlation	.438
	Sig. (2-tailed)	.090
	N	16
Have a responsibility for doing self-assignments.	Pearson Correlation	.231
	Sig. (2-tailed)	.390
	N	16
Have an ability to do a self-diagnosis.	Pearson Correlation	-.119
	Sig. (2-tailed)	.661
	N	16

**Table S4-19** Self-Regulated Learning and Achievement

Items		Grade
Formulate a study plan.	Pearson Correlation	.217
	Sig. (2-tailed)	.420
	N	16
Assess the study plan.	Pearson Correlation	.022
	Sig. (2-tailed)	.937
	N	16
Implement a study plan.	Pearson Correlation	.255
	Sig. (2-tailed)	.340
	N	16
Create a good learning environment.	Pearson Correlation	-.126
	Sig. (2-tailed)	.642
	N	16
Have self-seeking initiatives to pursue their goals.	Pearson Correlation	-.345
	Sig. (2-tailed)	.190
	N	16

**Table S4-20** Learning Styles for Writing and Achievement

Items		Grade
Employ techniques for doing things with clear practical advantages.	Pearson Correlation	.119
	Sig. (2-tailed)	.661
	N	16
Organise information using visual objects, including mind and concept maps.	Pearson Correlation	.317
	Sig. (2-tailed)	.231
	N	16
Have curiosity to explore more information.	Pearson Correlation	.022
	Sig. (2-tailed)	.937
	N	16
Visualise information.	Pearson Correlation	.237
	Sig. (2-tailed)	.377
	N	16
Feel more comfortable absorbing verbal information.	Pearson Correlation	.297
	Sig. (2-tailed)	.264
	N	16

**Table S4-21** Learning Strategies for Writing and Achievement

Items		Grade
Seek an opportunity to practice and master writing skills.	Pearson Correlation	.095
	Sig. (2-tailed)	.727
	N	16
Identify words to use in a composition.	Pearson Correlation	.432
	Sig. (2-tailed)	.095
	N	16
Making drafts in English.	Pearson Correlation	.273
	Sig. (2-tailed)	.307
	N	16
Making a draft of a composition in Indonesian prior to writing the English composition.	Pearson Correlation	.398
	Sig. (2-tailed)	.127
	N	16
Rephrase unknown words when writing.	Pearson Correlation	.332
	Sig. (2-tailed)	.209
	N	16

**Table S4-22** Cognitive Strategies for Writing and Achievement

Items		Grade
Identify subjects for repetition.	Pearson Correlation	.327
	Sig. (2-tailed)	.216
	N	16
Write a summary for each learning activity.	Pearson Correlation	.327
	Sig. (2-tailed)	.216
	N	16
Organise new vocabulary items to recall them easily.	Pearson Correlation	-.288
	Sig. (2-tailed)	.279
	N	16
Rehearse new knowledge in order to learn more successfully.	Pearson Correlation	-.232
	Sig. (2-tailed)	.388
	N	16
Duplicate patterns of sentences to improve learning.	Pearson Correlation	-.013
	Sig. (2-tailed)	.961
	N	16

**Table S4-23** Metacognitive Strategies for Writing and Achievement

Items		Grade
Set a target to achieve in order to improve learning.	Pearson Correlation	-.160
	Sig. (2-tailed)	.554
	N	16
Follow the course guidelines.	Pearson Correlation	.339
	Sig. (2-tailed)	.199
	N	16
Do self-assessment to identify subjects they are still weak at.	Pearson Correlation	.398
	Sig. (2-tailed)	.127
	N	16
Return to the completed work to make necessary revisions.	Pearson Correlation	.251
	Sig. (2-tailed)	.349
	N	16
Evaluate the strategy used to determine the strengths and weaknesses of the strategy.	Pearson Correlation	.456
	Sig. (2-tailed)	.076
	N	16

**Table S4-24** Locus of Control and Achievement

Items		Grade
Take responsibility for learning.	Pearson Correlation	.229
	Sig. (2-tailed)	.394
	N	16
Work hard to achieve goals.	Pearson Correlation	.075
	Sig. (2-tailed)	.783
	N	16
Have positive thoughts that the grades were indicative of their writing skills.	Pearson Correlation	.037
	Sig. (2-tailed)	.891
	N	16
Take responsibility for their achievement.	Pearson Correlation	-.335
	Sig. (2-tailed)	.205
	N	16
Feel pessimistic about improving writing skills.	Pearson Correlation	-.157
	Sig. (2-tailed)	.560
	N	16

**Table S4-25** Feedback and Achievement

Items		Grade
Appreciate feedback from a lecturer/online tutor.	Pearson Correlation	.338
	Sig. (2-tailed)	.200
	N	16
Feedback improves motivation.	Pearson Correlation	.335
	Sig. (2-tailed)	.205
	N	16
Feedback serves to inform the quality of the writing.	Pearson Correlation	.145
	Sig. (2-tailed)	.593
	N	16
Feedback given by a lecturer/online tutor may improve the students' writing skills.	Pearson Correlation	.145
	Sig. (2-tailed)	.593
	N	16
Prefer to have formative feedback.	Pearson Correlation	.525*
	Sig. (2-tailed)	.037
	N	16

\*. Correlation is significant at the 0.05 level (2-tailed).

### Appendix 7.3 Results of Test of Normality-Final Stage

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Q10_a is normal with mean 3.938 and standard deviation 0.77.	One-Sample Kolmogorov-Smirnov Test	.045	Reject the null hypothesis.
2	The distribution of Q10_b is normal with mean 3.250 and standard deviation 1.00.	One-Sample Kolmogorov-Smirnov Test	.183	Retain the null hypothesis.
3	The distribution of Q10_c is normal with mean 3.875 and standard deviation 1.15.	One-Sample Kolmogorov-Smirnov Test	.361	Retain the null hypothesis.
4	The distribution of Q10_d is normal with mean 3.312 and standard deviation 0.87.	One-Sample Kolmogorov-Smirnov Test	.410	Retain the null hypothesis.
5	The distribution of Q10_e is normal with mean 3.875 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.026	Reject the null hypothesis.
6	The distribution of Q10_f is normal with mean 4.000 and standard deviation 0.52.	One-Sample Kolmogorov-Smirnov Test	.022	Reject the null hypothesis.
7	The distribution of Q10_g is normal with mean 3.750 and standard deviation 0.86.	One-Sample Kolmogorov-Smirnov Test	.316	Retain the null hypothesis.
8	The distribution of Q10_h is normal with mean 3.938 and standard deviation 0.68.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
9	The distribution of Q10_i is normal with mean 3.875 and standard deviation 1.09.	One-Sample Kolmogorov-Smirnov Test	.396	Retain the null hypothesis.
10	The distribution of Q10_j is normal with mean 4.188 and standard deviation 0.66.	One-Sample Kolmogorov-Smirnov Test	.112	Retain the null hypothesis.
11	The distribution of Q10_k is normal with mean 3.875 and standard deviation 1.02.	One-Sample Kolmogorov-Smirnov Test	.335	Retain the null hypothesis.
12	The distribution of Q10_l is normal with mean 3.688 and standard deviation 1.01.	One-Sample Kolmogorov-Smirnov Test	.620	Retain the null hypothesis.
13	The distribution of Q10_m is normal with mean 4.125 and standard deviation 0.62.	One-Sample Kolmogorov-Smirnov Test	.061	Retain the null hypothesis.
14	The distribution of Q10_n is normal with mean 4.000 and standard deviation 0.73.	One-Sample Kolmogorov-Smirnov Test	.270	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of Q10_o is normal with mean 3.750 and standard deviation 1.06.	One-Sample Kolmogorov-Smirnov Test	.162	Retain the null hypothesis.
16	The distribution of Q10_p is normal with mean 3.688 and standard deviation 0.79.	One-Sample Kolmogorov-Smirnov Test	.168	Retain the null hypothesis.
17	The distribution of Q10_q is normal with mean 4.438 and standard deviation 0.63.	One-Sample Kolmogorov-Smirnov Test	.085	Retain the null hypothesis.
18	The distribution of Q10_r is normal with mean 3.750 and standard deviation 0.93.	One-Sample Kolmogorov-Smirnov Test	.380	Retain the null hypothesis.
19	The distribution of Q10_s is normal with mean 4.250 and standard deviation 0.68.	One-Sample Kolmogorov-Smirnov Test	.201	Retain the null hypothesis.
20	The distribution of Q10_t is normal with mean 3.688 and standard deviation 1.20.	One-Sample Kolmogorov-Smirnov Test	.376	Retain the null hypothesis.
21	The distribution of Q10_u is normal with mean 3.375 and standard deviation 1.26.	One-Sample Kolmogorov-Smirnov Test	.258	Retain the null hypothesis.
22	The distribution of Q10_v is normal with mean 2.688 and standard deviation 1.20.	One-Sample Kolmogorov-Smirnov Test	.436	Retain the null hypothesis.
23	The distribution of Q10_w is normal with mean 3.625 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.451	Retain the null hypothesis.
24	The distribution of Q10_x is normal with mean 3.875 and standard deviation 0.81.	One-Sample Kolmogorov-Smirnov Test	.334	Retain the null hypothesis.
25	The distribution of Q10_y is normal with mean 4.188 and standard deviation 0.75.	One-Sample Kolmogorov-Smirnov Test	.337	Retain the null hypothesis.
26	The distribution of Q10_z is normal with mean 4.125 and standard deviation 0.72.	One-Sample Kolmogorov-Smirnov Test	.243	Retain the null hypothesis.
27	The distribution of Q11_a is normal with mean 3.625 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.451	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
28	The distribution of Q11_b is normal with mean 3.625 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.230	Retain the null hypothesis.
29	The distribution of Q11_c is normal with mean 3.875 and standard deviation 0.81.	One-Sample Kolmogorov-Smirnov Test	.334	Retain the null hypothesis.
30	The distribution of Q11_d is normal with mean 3.812 and standard deviation 0.91.	One-Sample Kolmogorov-Smirnov Test	.059	Retain the null hypothesis.
31	The distribution of Q11_e is normal with mean 3.938 and standard deviation 0.85.	One-Sample Kolmogorov-Smirnov Test	.165	Retain the null hypothesis.
32	The distribution of Q11_f is normal with mean 2.875 and standard deviation 1.36.	One-Sample Kolmogorov-Smirnov Test	.121	Retain the null hypothesis.
33	The distribution of Q11_g is normal with mean 4.062 and standard deviation 0.77.	One-Sample Kolmogorov-Smirnov Test	.047	Reject the null hypothesis.
34	The distribution of Q11_h is normal with mean 4.125 and standard deviation 0.72.	One-Sample Kolmogorov-Smirnov Test	.243	Retain the null hypothesis.
35	The distribution of Q11_i is normal with mean 3.938 and standard deviation 0.85.	One-Sample Kolmogorov-Smirnov Test	.165	Retain the null hypothesis.
36	The distribution of Q11_j is normal with mean 3.812 and standard deviation 0.66.	One-Sample Kolmogorov-Smirnov Test	.112	Retain the null hypothesis.
37	The distribution of Q11_k is normal with mean 3.938 and standard deviation 0.85.	One-Sample Kolmogorov-Smirnov Test	.165	Retain the null hypothesis.
38	The distribution of Q11_l is normal with mean 3.625 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.451	Retain the null hypothesis.
39	The distribution of Q11_m is normal with mean 4.000 and standard deviation 0.82.	One-Sample Kolmogorov-Smirnov Test	.088	Retain the null hypothesis.
40	The distribution of Q11_n is normal with mean 3.125 and standard deviation 1.02.	One-Sample Kolmogorov-Smirnov Test	.335	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
41	The distribution of Q11_o is normal with mean 4.125 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.009	Reject the null hypothesis.
42	The distribution of Q11_p is normal with mean 4.312 and standard deviation 0.60.	One-Sample Kolmogorov-Smirnov Test	.071	Retain the null hypothesis.
43	The distribution of Q11_q is normal with mean 3.625 and standard deviation 1.15.	One-Sample Kolmogorov-Smirnov Test	.499	Retain the null hypothesis.
44	The distribution of Q11_r is normal with mean 3.438 and standard deviation 0.96.	One-Sample Kolmogorov-Smirnov Test	.420	Retain the null hypothesis.
45	The distribution of Q11_s is normal with mean 4.062 and standard deviation 0.68.	One-Sample Kolmogorov-Smirnov Test	.144	Retain the null hypothesis.
46	The distribution of Q11_t is normal with mean 4.500 and standard deviation 0.52.	One-Sample Kolmogorov-Smirnov Test	.057	Retain the null hypothesis.
47	The distribution of Q11_u is normal with mean 4.625 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.012	Reject the null hypothesis.
48	The distribution of Q11_v is normal with mean 4.312 and standard deviation 0.87.	One-Sample Kolmogorov-Smirnov Test	.150	Retain the null hypothesis.
49	The distribution of Q11_w is normal with mean 4.750 and standard deviation 0.45.	One-Sample Kolmogorov-Smirnov Test	.002	Reject the null hypothesis.
50	The distribution of Q11_x is normal with mean 4.750 and standard deviation 0.45.	One-Sample Kolmogorov-Smirnov Test	.002	Reject the null hypothesis.
51	The distribution of Q11_y is normal with mean 4.750 and standard deviation 0.45.	One-Sample Kolmogorov-Smirnov Test	.002	Reject the null hypothesis.
52	The distribution of Q11_z is normal with mean 4.312 and standard deviation 0.79.	One-Sample Kolmogorov-Smirnov Test	.098	Retain the null hypothesis.
53	The distribution of Q12_a is normal with mean 4.625 and standard deviation 0.50.	One-Sample Kolmogorov-Smirnov Test	.012	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
54	The distribution of Q12_b is normal with mean 4.562 and standard deviation 0.63.	One-Sample Kolmogorov-Smirnov Test	.019	Reject the null hypothesis.
55	The distribution of Q12_c is normal with mean 2.438 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.116	Retain the null hypothesis.
56	The distribution of Q12_d is normal with mean 3.562 and standard deviation 0.89.	One-Sample Kolmogorov-Smirnov Test	.268	Retain the null hypothesis.
57	The distribution of E12 is normal with mean 2.750 and standard deviation 1.18.	One-Sample Kolmogorov-Smirnov Test	.368	Retain the null hypothesis.
58	The distribution of Q12_f is normal with mean 2.188 and standard deviation 1.05.	One-Sample Kolmogorov-Smirnov Test	.235	Retain the null hypothesis.
59	The distribution of Q12_g is normal with mean 4.250 and standard deviation 0.58.	One-Sample Kolmogorov-Smirnov Test	.035	Reject the null hypothesis.
60	The distribution of Q12_h is normal with mean 2.062 and standard deviation 1.06.	One-Sample Kolmogorov-Smirnov Test	.183	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 7.4** Rotated Component Matrix Final Stage-Group One**Rotated Component Matrix<sup>a</sup>**

Items	Component	
	1	2
Q10_a	.759	
Q10_b	.764	
Q10_c	.561	
Q10_d	.826	
Q10_e	.772	
Q10_f		.519
Q10_g		.864
Q10_h	.582	
Q10_i	.891	
Q10_j	.846	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

**Appendix 7.5** Rotated Component Matrix Final Stage-Group Two**Rotated Component Matrix<sup>a</sup>**

Items	Component		
	1	2	3
Q10_k			.792
Q10_l		.575	
Q10_m	.785		
Q10_n	.864		
Q10_o	.800		
Q10_p	.657		
Q10_q			.788
Q10_r		.849	
Q10_s	.859		
Q10_t			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

**Appendix 7.6** Rotated Component Matrix Final Stage-Group Three**Rotated Component Matrix<sup>a</sup>**

Items	Component		
	1	2	3
Q10_u	.564		
Q10_v	.688		
Q10_w	.760		
Q10_x	.766		
Q10_y	.635		
Q10_z		.820	
Q11_a	.846		
Q11_b		.876	
Q11_c	.763		
Q11_d			.933

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

**Appendix 7.7** Rotated Component Matrix Final Stage-Group Four**Rotated Component Matrix<sup>a</sup>**

Items	Component		
	1	2	3
Q11_e	.908		
Q11_f			.788
Q11_g		.672	
Q11_h			.759
Q11_i		.612	
Q11_j		.842	
Q11_k	.713		
Q11_l		.574	
Q11_m	.843		
Q11_n		.684	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

**Appendix 7.8** Rotated Component Matrix Final Stage-Group Five**Rotated Component Matrix<sup>a</sup>**

Items	Component		
	1	2	3
Q11_o			.853
Q11_p	.803		
Q11_q	.888		
Q11_r			.860
Q11_s	.720		
Q11_t	.840		
Q11_u	.638		
Q11_v		.758	
Q11_w		.934	
Q11_x		.934	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

**Appendix 7.9** Rotated Component Matrix Final Stage-Group Six**Rotated Component Matrix<sup>a</sup>**

Items	Component			
	1	2	3	4
Q11_y	.809			
Q11_z		.857		
Q12_a	.809			
Q12_b		.861		
Q12_c			-.917	
Q12_d			.623	
Q12_e	-.717			
Q12_f				.742
Q12_g			.591	
Q12_h				.944

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.